Santa Ana Unified School District
Board of Education

Board Meeting Agenda

Tuesday, June 28, 2016
6:00 p.m.

Board Room
1601 E. Chestnut Avenue
Santa Ana

Rob Richardson **Vice President**	**John Palacio** **President**	**Rick Miller, Ph.D.** **Secretary / Superintendent**
José Alfredo Hernández, J.D. **Member**	**Valerie Amezcua** **Clerk**	**Cecilia "Ceci" Iglesias** **Member**

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

Mission Statement

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

BOARD OF EDUCATION MEETING INFORMATION

Role of the Board

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

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

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

Board Meeting Documentation

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

Public Comments at Board Meetings

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

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

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

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

Televised Meeting Schedule

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

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

BOARD OF EDUCATION
REGULAR MEETING

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

TUESDAY
JUNE 28, 2016

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 Government 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:

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION:
Two potential cases

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

PUBLIC EMPLOYMENT: Intermediate School Assistant Principal(s)

D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATOR:	SAEA, CSEA, SASPOA, CWA Bargaining Units 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

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 Meeting Minutes - June 7, 2016

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

1.5 Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2015-16 School Year

1.6 Approval of Increase for Mental Health Services by Turning Point for 2015-16 School Year

1.7 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2015-16 School Year

1.8 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2016-17 School Year

1.9 Approval of Memoranda of Understanding with Orange County School Districts for 2016-17 School Year

1.10 Approval of Contract with Paradigm Healthcare Services for Invoicing Reimbursement for Medi-Cal Billing and School-Based Medi-Cal Administrative Activities Programs for July 1, 2016 through June 30, 2019

1.11 Adoption of Resolution No. 15/16-3122 Authorization of Contract No. 6062 for Prekindergarten and Family Literacy Program Services for 2016-17 Program Year

1.12 Approval of Amendment to the Standard Research Agreement between the University of Southern California and Santa Ana Unified School District

1.13 Authorization to Amend Agreement with WRiTE BRAiN for Period of June 29 through July 31, 2016

1.14 Authorization to Amend Award Contract for After-School Enrichment Program Provider Services for Period of July 1, 2016 through June 30, 2018

1.15 Approval of Agreement between Disciplina Positiva and Valley High School for September 22 through December 15, 2016

1.16 Approval of Agreement between Education Northwest and Valley High School for Period of August 1 through November 30, 2016

1.17 Approval of Agreement between Lift Up America for Ambassadors of Compassion R.I.S.E. and L.I.F.E. Programs and Santa Ana Unified School District for June 29, 2016 through June 30, 2017

1.18 Approval of Agreement with Achieve3000 for 2016-17 School Year

1.19 Approval of Agreement with Advancement Via Individual Determination Center for AVID College Readiness System Services for 2016-17 School Year

1.20 Approval of Agreement with Advancement Via Individual Determination Center for AVID Excel Program Participation for 2016-17 School Year

1.21 Approval of Agreement with Consortium On Reaching Excellence in Education, Inc. for 2016-17 School Year for Century High School

1.22 Approval of Agreement with Kid Healthy/OneOC for Padres en Acción Program and Lowell Elementary School for Period of August 24, 2016 through June 30, 2017

1.23 Authorization to Renew Subscription for MyON and Services to Coughlan Companies, Inc. dba Capstone for 2016-17 School Year

1.24 Approval of Agreement with Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of School-Based Medi-Cal Administrative Activities (SMAA)

1.25 Approval of Agreement with PacificWest Energy Solutions for Solar Photovoltaic Reconciliation Analysis Services for 2016-17 Fiscal Year

1.26 Approval of Agreement with Playworks Pro for 2016-17 School Year

1.27 Approval of Agreement with Playworks Team Up for 2016-17 School Year

1.28 Approval of Agreement with Rankin's Commercial Security for Electronic Security Door Lock System Support District-wide for 2016-17 Fiscal Year

1.29 Approval to Renewal Agreement with Zarca Interactive, Inc., dba K12 Insight for Period of July 1, 2016 through June 30, 2017

1.30 Ratification of Acceptance of Turnaround Arts: California Grant Funds by Sierra Preparatory Academy and Willard Intermediate Schools for June 25, 2016 through June 30, 2017

1.31 Approval of Data-Sharing Agreement between University of California, Merced Center for Educational Partnerships and Santa Ana Unified School District for July 1, 2016 through June 30, 2021

1.32 Approval of Submission of Part I of Consolidated Application and Reporting System to California State Department of Education for 2016-17 School Year

1.33 Authorization to Renew Subscriptions for Digital Curriculum and Services to Apex Learning for Period of August 1, 2016 through July 31, 2017

1.34 Authorization to Renew Subscriptions of ST Math License with MIND Research Institute for Period of August 1, 2016 through July 31, 2017

1.35 Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District - File Number: BEN 2015-16 2 CB

1.36 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 25, 2016 through June 7, 2016

1.37 Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of May 25, 2016 through June 7, 2016

1.38 Approval of Revised Job Descriptions: Deputy Superintendent-Educational Services; Assistant Superintendent-School Performance and Culture; Assistant Superintendent-Educational Support Services

1.39 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:

_____

PUBLIC HEARINGS

- Sunshine Initial Bargaining Proposal from Santa Ana Unified School District (SAUSD) to California School Employees Association (CSEA), and its Chapter 41

- Declaring the SAUSD's Intent to Grant an Easement to the Orange County Water District for Construction of a Groundwater Monitoring Well

REGULAR AGENDA - ACTION ITEMS

2.0 Resolution No. 15/16-3105 – Intent to Grant Easement to the Orange County Water District for Construction of a Groundwater Monitoring Well

3.0 Approval of Surfing Course for Segerstrom High School Students

4.0 Action to Approve or Deny Renewal of El Sol Science & Arts Academy Charter Petition and if Approved Adopt Resolution No. 15/16-3118 Implementing that Action

5.0 Ratification of Tentative Agreement with Santa Ana Educators' Association (SAEA) for 2016-2019 School Year

6.0 Approval of Compensation Increase for Management, Supervisory, and Confidential Employees not Represented by a Union

7.0 Local Control Accountability Plan Approval

8.0 Adoption of 2016-17 Budget

9.0 Acceptance of Facilities Master Plan Annual Update

10.0 Approval of Acceptance of Career Technical Education Incentive Grant for 2015-17 School Years Funding

11.0 Approval of Agreement with Playworks Coach Leadership Program for 2016-17 School Year

12.0 Adoption of Resolution No. 15/16-3111 – Approval of Updated District Educational Specifications

13.0 Adoption of Resolution No. 15/16-3117 – Authorizing Annual Levy of Special Taxes within Community Facilities District No. 2004-1 of Santa Ana Unified School District Central Park Project for 2016-17 Fiscal Year

14.0 Adoption of Resolution No. 15/16-3121 Authorization of Contract No. 6334 for California State Preschool Program Services for 2016-17 Program Year

15.0 Authorization to Award a Contract for Bid Package No. 2905 – Phase 1 Underground Conduit at McFadden Intermediate School Under Emergency Repair Program

16.0 Approval of Qualified Vendors for Restorative Practice and Violence Prevention Site-initiated Services for Students in Grades K-12 for 2016-17 School Year

17.0 Authorization to Award Contract for School-based Mental Health Services for High School Students for 2016-17 School Year

18.0 Authorization to Utilize California Multiple Award Schedule Agreement with KYA Services, Inc. for Purchase and Installation of Flooring Materials

19.0 Authorization to Utilize California Multiple Award Schedule Software Licensing Program Agreement with DLT Solutions, LLC for Purchase of Oracle E-Business Suite Licenses

20.0 Approval of Memorandum of Understanding for Special Schools Program with Orange County Department of Education for 2016-17 School Year

21.0 Approval of Project Budget and Scope of Work and Authorization to Award Contract to HMC Architects for the Santa Ana High School Conservatory Project – Phase 1, and Conservatory Master Plan

22.0 Approval of Submission of Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for 2016-17 School Year Funding

NEW AND REVISION OFEXISTING BOARD POLICIES

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

- Board Policy 1330 – Use of School Facilities (Revised: For Adoption)

BOARD REPORTS

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, July 26, 2016, at 6:00 p.m.

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

MINUTES

REGULAR MEETING
SANTA ANA BOARD OF EDUCATION

June 7, 2016

CALL TO ORDER

The meeting was called to order at 5:08 p.m. by Board President Palacio. Other members in attendance were Mr. Richardson and Ms. Amezcua.

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 5:08 p.m. to consider student matters, public employment, anticipated litigation, and negotiations.

Mr. Hernandez arrived at 5:13 p.m. and Ms. Iglesias arrived at 5:45 p.m.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 6:06 p.m.

Cabinet members present were Dr. Miller, Dr. Phillips, Dr. Haglund, Mr. McKinney, Ms. Lohnes, Dr. Rodriguez, Ms. Pueblos, and Ms. Douglas. Mr. Williams was not present.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Monique Garcia, 8th grade student at Willard Intermediate School.

REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 4-0, the Board took action to appoint Gina Zyburt, Ph.D. to the position of Principal at Edison Elementary School.

Moved:	Palacio		Richardson		Amezcua	X	Hernández		Iglesias		
Seconded:	Palacio		Richardson	X	Amezcua		Hernández		Iglesias		
Ayes:	Palacio	X	Richardson	X	Amezcua	X	Hernández	X	Iglesias		
Noes:	Palacio		Richardson		Amezcua		Hernández		Iglesias		
Final Vote:	Ayes	4	Noes	0	Abstain		Absent	1			

By a vote of 4-0, the Board took action to appoint Armando Gutierrez to the position of Principal at Hoover Elementary School.

Moved:	Palacio		Richardson	X	Amezcua		Hernández		Iglesias		
Seconded:	Palacio		Richardson		Amezcua	X	Hernández		Iglesias		
Ayes:	Palacio	X	Richardson	X	Amezcua	X	Hernández	X	Iglesias		
Noes:	Palacio		Richardson		Amezcua		Hernández		Iglesias		
Final Vote:	Ayes	4	Noes	0	Abstain		Absent	1			

By a vote of 4-0, the Board took action to appoint Stuart Caldwell, J.D. to the position of Principal at Spurgeon Intermediate School.

Moved:	Palacio		Richardson		Amezcua	X	Hernández		Iglesias		
Seconded:	Palacio		Richardson	X	Amezcua		Hernández		Iglesias		
Ayes:	Palacio	X	Richardson	X	Amezcua	X	Hernández	X	Iglesias		
Noes:	Palacio		Richardson		Amezcua		Hernández		Iglesias		
Final Vote:	Ayes	4	Noes	0	Abstain		Absent	1			

By a vote of 4-0, the Board took action to appoint Felipe Zamudio to the position of Assistant Principal at Century High School.

Moved:	Palacio		Richardson	X	Amezcua		Hernández		Iglesias		
Seconded:	Palacio		Richardson		Amezcua	X	Hernández		Iglesias		
Ayes:	Palacio	X	Richardson	X	Amezcua	X	Hernández	X	Iglesias		
Noes:	Palacio		Richardson		Amezcua		Hernández		Iglesias		
Final Vote:	Ayes	4	Noes	0	Abstain		Absent	1			

By a vote of 4-0, the Board took action to appoint Katherine Mitchell-Berger to the position of Assistant Principal at Santa Ana High School.

Moved:	Palacio	____	Richardson	__X__	Amezcua	____	Hernández	____	Iglesias	____
Seconded:	Palacio	____	Richardson	____	Amezcua	__X__	Hernández	____	Iglesias	____
Ayes:	Palacio	__X__	Richardson	_X___	Amezcua	__X__	Hernández	__X__	Iglesias	____
Noes:	Palacio	____	Richardson	____	Amezcua	____	Hernández	_____	Iglesias	____

Final Vote: Ayes __4__ Noes__0__ Abstain_____ Absent __1__

RECOGNITION / ACKNOWLEDGMENT

Acknowledgment of Summer 2016 Jet Propulsion Laboratory Student Interns

Alejandro Aguilera, Juliana Gonzalez, Paul Le, Andrez, Muñiz, Natali Pacheco, Steve Ramirez, Noah Tristan, and Sara Valencia were acknowledged as the Summer 2016 Jet Propulsion Laboratory Student Interns.

Certificated Employee of the Month for June 2016, Kerstin Higbie

Kerstin Higbie, School Nurse, was selected as Certificated Employee of the Month for June 2016 because Kerstin displays a total can do approach to all tasks assigned, and she consistently puts the needs of the students in front of everything she does.

Classified Employee of the Month for June 2016, Maria Zendejas

Maria Rosalba Zendejas, Child Development Teacher, was selected as Classified Employee of the Month for June 2016 because Maria takes ample time to establish, build and maintain a rapport with toddlers and their family members, to assure that they are connected with appropriate resources.

Change in order of Agenda

PUBLIC PRESENTATIONS

Shane Barrows addressed the Board related to Middle College High School admission requirements.

SUPERINTENDENT'S REPORT

Dr. Miller opened his report by mentioning his attendance at the NJROTC Annual Awards Night, Parent of the Year Recognition, SAUSD Retirement Recognition, and the Perfect Attendance Car Giveaway. He acknowledged the Valley High School Culinary Arts team of High School Inc., Academy as the nation's culinary arts champions after clinching first-place for the fourth time in five years at the National Cooking up Change competition that was held Monday, June 6, 2016, in Washington, D.C.

Dr. Miller also recognized the Valley High School Automotive, Transportation and Logistics Academy for placing second at the Automotive Engine Competition Universal Technical Institute, in Sacramento, and qualifying to participate in the national competition. Superintendent Miller concluded his report by announcing upcoming events.

1.0 APPROVAL OF CONSENT CALENDAR

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

1.10 Approval of American Sign Language 1 Course for High School Students

1.14 Approval of Agreement between Latino Film Institute Youth Cinema Project and Santa Ana High School for Period of June 8 through August 1, 2016

1.19 Approval of Agreement with Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of School-Based Medi-Cal Administrative Activities

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

1.1 Approval of Regular Board Meeting Minutes - May 24, 2016

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

349371 – Lathrop
For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after June 7, 2017.

1.5 Approval of Memorandum of Understanding with Kaiser Entities to Provide Influenza Vaccines to Students for 2016-17 School Year

1.6 Approval of California Interscholastic Federation League Representatives for 2016-17 School Year

1.7 Ratification of Quality Rating and Improvement System Block Grant No. 42619 through Orange County Department of Education for 2015-16 Program Year

1.8 Adoption of Resolution No. 15/16-3119 – Ratification Due to Emergency Carbon Monoxide Detector Alarm Closure of Morning Session of State Preschool Program at Lowell Elementary School

1.9 Adoption of Resolution No. 15/16-3120 Authorization of Amendment No. 5 to California State Preschool Program Contract CSPP-5322 for 2015-16 Program Year

1.11 Approval of High School Film, Literature & Composition Course Textbook

1.12 Approval of Agreement between Educational Solutions and Results and Santa Ana High School for July 1, 2016 through June 30, 2017

1.13 Approval of Agreement between CollegeBoard and Santa Ana Unified School District for 2016-17 School Year

1.15 Approval of Agreement between Marzano Research and St. Joseph School for June 22, 2016

1.16 Approval of Agreement between President and Fellows of Harvard College and Santa Ana Unified School District for October 1, 2016 through June 30, 2018

1.17 Approval of Agreement with Environmental, Health and Safety (EHS) International, Inc. for the Period of June 11, 2016 through August 30, 2016ols

1.18 Approval of Agreement with Jet Propulsion Laboratory, California Institute of Technology for Period of June 20 through August 12, 2016

1.20 Approval of Data-Sharing Agreement between University of California, Los Angeles and Santa Ana Unified School District for June 8, 2016 through June 30, 2017

1.21 Approval of Data-Sharing Agreement between Northwest Evaluation Association and Santa Ana Unified School District for June 8, 2016 through June 30, 2019

1.22 Approval of Partnership Agreement with SunPower Corporation for Period of June 27 through July 1, 2016

1.23 Approval of Intranet Network Support Services Agreement with Orange County Superintendent of Schools for Fiscal Year 2016 –17

1.24 Approval of Internet Service Agreement with Orange County Superintendent of Schools for Fiscal Year 2016 –17

1.25 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 11, 2016 through May 24, 2016

1.26 Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of May 11, 2016 through May 24, 2016

1.27 Approval of Rejection of Government Code §910 and §910.2 Claims Against Santa Ana Unified School District - File Numbers: LBI 1502095 RV and LPD 1602097

1.28 Authorization to Extend Contracts Awarded through Request for Proposal or Bid for 2016-17 Fiscal Year and Approval to Continue Use of Previously Approved Piggyback Bids, California Multiple Award Schedule (CMAS) and NASPO ValuePoint Agreements

1.29 Approval of Board Members Attendance at California School Boards Association Leadership Institute, July 15-16, 2016 in Sacramento, CA

1.30 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:

1.10 Approval of American Sign Language 1 Course for High School Students

It was moved by Ms. Iglesias, seconded by Mr. Richardson, and carried 5-0, to approve the American Sign Language 1 (ASL) course for high school students.

1.14 Approval of Agreement between Latino Film Institute Youth Cinema Project and Santa Ana High School for Period of June 8 through August 1, 2016

It was moved by Ms. Iglesias, seconded by Mr. Richardson, and carried 5-0, to approve the agreement between Latino Film Institute Youth Cinema Project and Santa Ana High School for the period of June 8 through August 1, 2016.

1.19 Approval of Agreement with Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of School-Based Medi-Cal Administrative Activities

No Action Taken; Item tabled for a future Board Meeting.

PUBLIC HEARINGS

Public Disclosure of Tentative Agreement with Santa Ana Educators' Association

Mr. Palacio declared the Public Hearing open. He asked those wishing to address the Board to step to the lectern.

After hearing no comments, Mr. Palacio declared the Public Hearing closed.

Local Control Accountability Plan Public Forum

Mr. Palacio declared the Public Hearing open. He asked those wishing to address the Board to step to the lectern.

After hearing no comments, Mr. Palacio declared the Public Hearing closed.

Adoption of 2016-17 Budget

Mr. Palacio declared the Public Hearing open. He asked those wishing to address the Board to step to the lectern.

After hearing no comments, Mr. Palacio declared the Public Hearing closed.

Special Education Annual Service Plan for 2016-17 School Year

Mr. Palacio declared the Public Hearing open. He asked those wishing to address the Board to step to the lectern.

After hearing no comments, Mr. Palacio declared the Public Hearing closed.

PRESENTATION

2016 Graduation Plan Update

Mr. Winchester, Executive Director, Secondary Education provided the Board with an update on the 2016 SAUSD Commencement Ceremonies.

REGULAR AGENDA – ACTION ITEMS

2.0 ADOPTION OF SPECIAL EDUCATION ANNUAL SERVICE PLAN FOR 2016-17 SCHOOL YEAR

It was moved by Mr. Richardson, seconded by Ms. Iglesias, and carried 5-0, to adopt the Special Education Annual Service Plan for the 2016-17 school year.

3.0 ACCEPTANCE OF CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), AND ITS CHAPTER 41 INITIAL BARGAINING PROPOSAL TO SANTA ANA UNIFIED SCHOOL DISTRICT (SAUSD) FOR 2016-19 SCHOOL YEARS

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to accept the California School Employees Association (CSEA), and its Chapter 41 Initial Bargaining Proposal to the Santa Ana Unified School District (SAUSD) for the 2016-19 school years.

4.0 APPROVAL OF CONTINUING MASTER CONTRACTS AND/OR INDIVIDUAL SERVICE AGREEMENTS WITH NONPUBLIC SCHOOLS AND AGENCIES FOR STUDENTS WITH DISABILITIES FOR 2016-17 SCHOOL YEAR

It was moved by Ms. Amezcua, seconded by Mr. Palacio, and carried 5-0, to approve the continuing master contracts and/or individual service agreements with nonpublic schools and agencies for students with disabilities for the 2016-17 school year.

5.0 AUTHORIZATION TO RENEW ANNUAL LISTING OF AGREEMENTS/CONTRACTS WITH SANTA ANA UNIFIED SCHOOL DISTRICT AND VARIOUS CONSULTANTS SUBMITTED FOR 2016-17 FISCAL YEAR

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 4-1, Ms. Iglesias dissenting, to authorize staff to renew the annual listing of agreements/contracts with the Santa Ana Unified School District and various consultants for the 2016-17 fiscal year.

6.0 APPROVAL OF RATIFIED PAYMENT OF ADVANCED PLACEMENT TEST FEES TO COLLEGE BOARD

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to approve the ratified payment of the advanced placement test fees to the College Board.

7.0 APPROVAL OF NEW/RENEWAL OF MEMBERSHIP IN ORGANIZATIONS FOR 2016–17 FISCAL YEAR

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to approve the new/renewal of membership in organizations for 2016-17 fiscal year, and authorize staff to present purchase orders for new/renewals of memberships.

8.0 APPROVAL OF AGREEMENT WITH PADRES UNIDOS FOR 2016-17 SCHOOL YEAR

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 4-1, Ms. Iglesias dissenting, to approve the agreement with Padres Unidos for the 2016-17 school year.

9.0 APPROVAL OF AGREEMENT WITH LATINO FILM INSTITUTE YOUTH CINEMA PROJECT FOR 2016-17 SCHOOL YEAR

It was moved by Mr. Hernández, seconded by Mr. Richardson, and carried 5-0, to approve the agreement with Latino Film Institute Youth Cinema (LFIYC) Project for the 2016-17 school year.

10.0 APPROVAL OF AGREEMENT WITH FOOTSTEPS2BRILLIANCE, INC. FOR PERIOD OF JULY 1, 2016 THROUGH JUNE 30, 2021

It was moved by Ms. Amezcua, seconded by Ms. Iglesias, and carried 5-0, to approve the agreement with Footsteps2Brilliance, Inc. for the period of July 1, 2016 through June 30, 2021.

11.0 AUTHORIZATION TO AWARD CONTRACT FOR PURCHASE OF POLICE BODY WORN AND VEHICLE CAMERAS TO TASER INTERNATIONAL, INC.

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 4-0, Mr. Hernández not present, to approve the award of a contract for the purchase of police bidy worn and in-vehicle camera systems to TASER International, Inc., pursuant to Bid No. 11-16.

12.0 AUTHORIZATION TO AWARD A CONTRACT FOR BID PACKAGE NO. 509 – BUILDINGS G AND H AT SADDLEBACK HIGH SCHOOL UNDER EMERGENCY REPAIR PROGRAM

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to authorize staff to award a contract to Fast-Track Construction Corporation for Bid Package No. 509 – Buildings G and H at Saddleback High School under Emergency Repair Program.

NEW AND REVISION OF EXISTING BOARD POLICIES

Board Policy (BP) 4133/4233/4333 - Travel Expense Reimbursement (Revised: For Adoption)

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 5-0, to adopt the revised Board Policy (BP) 4133/4233/4333 – Travel Expense Reimbursement.

BOARD AND STAFF REPORTS/ACTIVITIES

Ms. Iglesias
- Participated in the Senior Exit Interviews at Godinez Fundamental High School;
- Attended the Parent of the Year Recognition.

Mr. Richardson
- Attended the SAUSD Retirement Recognition;
- Announced the upcoming Santa Ana Street Breakfast on Sunday, June 12th;
- Looking forward to the upcoming High School Commencement Ceremonies.

Ms. Amezcua
- Announced the upcoming Century High School Caminata;
- Attended the Parent of the Year Recognition;
- Looking forward to the upcoming High School Commencement Ceremonies;
- Looking forward to the Santa Ana Street Breakfast;
- Thanked everyone for the successful Music Festival at Memorial Park.

Mr. Palacio
- Attended the NJROTC Pass and Review;
- Attended the Perfect Attendance Car Giveaway, and thanked Guaranty Chevrolet for the great partnership;
- Attended the SAUSD Retirement Recognition;
- Attended the Parent of the Year Recognition;
- Congratulated the Valley High School Culinary Arts team;
- Congratulated the Valley High School Automotive, Transportation and Logistics Academy;
- Will attend the SAUSD Longevity Recognition;
- Looking forward to the upcoming high school graduations.

ADJOURNMENT

There being no further business to come before the Board, the Board meeting was adjourned in memory of Kevin Mariano and Zenaida Barajas Aguilar at 8:06 p.m. by Board President Palacio.

The next Regular Meeting will be held on Tuesday, June 28, 2016, at 6:00 p.m.

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

15/16 – 3119

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board for reduced days of operation or attendance due to emergency conditions as referenced on MA 10-09 to the California Department of Education.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number/s 15/16-3119 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Stefanie P. Phillips, Ed.D.	Deputy Superintendent, Operations, CBO	

PASSED AND ADOPTED THIS 7th day of June 2016, by the Governing Board of Santa Ana Unified School District of Orange County, California.

I, Valerie Amezcua, Clerk of the Governing Board of Santa Ana Unified School District, of Orange, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) 06/07/16 (Date)

15/16–3120
RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services by adoption of Resolution No. 15/16-3120 – Authorization of Amendment No. 05 to California State Preschool Program Contract CSPP-5322 for the 2015-16 program year.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number/s 15/16-3120 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Stefanie P. Phillips, Ed.D.	Deputy Superintendent, Operations, CBO	

PASSED AND ADOPTED THIS 7th day of June 2016, by the Governing Board of Santa Ana Unified School District of Orange County, California.

I, Valerie Amezcua, Clerk of the Governing Board of Santa Ana Unified School District, of Orange, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) 06/07/16 (Date)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES					
Espindola, Claudia	Teacher	Transition Program	August 16, 2016		Rehire - Intern
Lee, Grant	Teacher	Santa Ana	August 23, 2016		New Hire - Probationary I
Perillard, Stephanie	Nurse	Pupil Support Services	May 23, 2016		New Hire - Probationary I
Reyes Tenopala, Luis	Teacher	Esqueda	August 23, 2016		Rehire - Intern
Vilfort, Amanda	Teacher	Washington	August 23, 2016		New Hire - Probationary I
CHANGE IN STATUS					
Rush, Kathryn	Teacher	Century	August 27, 2015		From 44920 to Probationary I
PROMOTIONS					
Holte, Amy	Curriculum Specialist	K-12 School Performance and Culture	July 1, 2016		From Teacher to Curriculum Specialist
Jackson, Kori	Curriculum Specialist	K-12 Teaching and Learning	June 20, 2016		From Teacher to Curriculum Specialist
Micka, Justin	Program Specialist	Special Education	July 1, 2016		From Teacher to Program Specialist

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
PROMOTIONS (Continued)					
Yolles, Meghan	Program Specialist	Special Education	July 1, 2016		From Psychologist to Program Specialist
SHARED CONTRACTS 2016-17					
Ledergerber, Amber	Teacher	Esqueda	August 23, 2016		50% Contract
Pilla, Julia	Teacher	Esqueda	August 23, 2016		50% Contract
Cardenas, Jennifer	Teacher	Esqueda	August 23, 2016		80% Contract
Frederick, Carolyn	Teacher	Esqueda	August 23, 2016		20% Contract
Mouat, Amy	Teacher	Fremont	August 23, 2016		50% Contract
Wellikson, Leah	Teacher	Fremont	August 23, 2016		50% Contract
Mauga, Nicholl	Teacher	Greenville	August 23, 2016		40% Contract
Simon, Tracy	Teacher	Greenville	August 23, 2016		60% Contract
Schrock, Michelle	Teacher	Heninger	August 23, 2016		40% Contract
Wiedrick, Eulalla	Teacher	Heninger	August 23, 2016		60% Contract
Brainard, Laurin	Teacher	Heninger	August 23, 2016		50% Contract
Ixmay, Jana	Teacher	Heninger	August 23, 2016		50% Contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SHARED CONTRACTS 2016-17 (Continued)					
Galindo-Werner, Lisa	Teacher	Mitchell	August 23, 2016		45% Contract
Lopez, Amanda	Teacher	Mitchell	August 23, 2016		55% Contract
Nguyen, Thuc	Teacher	Mitchell	August 23, 2016		50% Contract
Turner, Susy	Teacher	Mitchell	August 23, 2016		50% Contract
Avram, Sarah	Teacher	Muir	August 23, 2016		40% Contract
Holder, Estelle	Teacher	Muir	August 23, 2016		60% Contract
Rowen, Stacey	Teacher	Muir	August 23, 2016		50% Contract
Sebens, Amber	Teacher	Muir	August 23, 2016		50% Contract
Dickey, Melissa	Teacher	Roosevelt	August 23, 2016		50% Contract
Hall, Jannette	Teacher	Roosevelt	August 23, 2016		50% Contract
Lemberger, Diane	Teacher	Roosevelt	August 23, 2016		40% Contract
Sherman, Colleen	Teacher	Roosevelt	August 23, 2016		60% Contract
Raya, Erin	Teacher	Roosevelt	August 23, 2016		50% Contract
Bornhop, Mary	Teacher	Roosevelt	August 23, 2016		50% Contract
Jones, Christine	Teacher	Taft	August 23, 2016		80% Contract
Arvizu, Virginia	Teacher	Taft	August 23, 2016		20% Contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SHARED CONTRACTS 2016-17 (Continued)					
Scheid, Erin	Teacher	Taft	August 23, 2016		80% Contract
Arvizu, Virginia	Teacher	Taft	August 23, 2016		20% Contract
Call, Brenda	Teacher	Walker	August 23, 2016		65% Contract
Kinan, Karen	Teacher	Walker	August 23, 2016		35% Contract
GRADE LEVEL LEADERS 2015-16					
Esquivel, Aurora		Romero-Cruz	2015-16		
Vom Steeg, Scott		Romero-Cruz	2015-16		
PARTIAL CONTRACTS 2016-17 (Correction)					
Rodriguez-Thomas, Rocio		Santa Ana	August 23, 2016		60% Continuing Contract
SUMMER SCHOOL TEACHERS					
Alonzo, Yvonne		Segerstrom			
Anaya, Felipe		Segerstrom			
Anderson, Carolyn		Santa Ana			
Archuleta, Jacob		Century			
Armstrong, Mark		Valley			
Ashkiani, Ali		Century			
Booker, Howard		Lorin Griset			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Boukova, Roumyana		Century			
Bradshaw, Christopher		Segerstrom			
Bravo, Alexandra		Saddleback			
Bustard, Michael		Lorin Griset			
Callanan, Jill		Saddleback			
Cardenas, Marisol		Valley			
Castro, Laura		Valley			
Cervantes, Alfredo		Santa Ana			
Chan, Jenny		Century			
Chen, George		Century			
Contreras, Juan		Godinez			
Contreras, Miriam		Godinez			
Cortes, Teodoro		Chavez			
Covey, Richard		Saddleback			
Czaja, Gregory		Saddleback			
Dalton, Monica		Saddleback			
Diaz, Lucero		Valley			
Do, Anh		Segerstrom			
Dreyer, Claire		Valley			
Duong, Karen		Valley			
Echaves, Michael		Godinez			
Echeverria, Daniel		Middle College			
Elizondo, Gerard		Santa Ana			
Elmasry, Fareed		Santa Ana			
Espinoza, Rosalina		Century			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Fausto, David		Valley			
Fenwick, Randolph		Segerstrom			
Feuerborn, Joyce		Godinez			
Fitzgerald Jimenez, Crystal		Century			
Florance, Joseph		Segerstrom			
Flores, Nancy		Segerstrom			
Gamnig, Michael		Valley			
Garcia, Joseph		Lorin Griset			
Garcia, Teresa		Godinez			
Garcia-Chau, Elsa		Lorin Griset			
Gentile, Nicholas		Valley			
Gibson, Jonathan		Saddleback			
Golden, Darcee		Middle College			
Gomez, Adrian		Segerstrom			
Gomeztrejo, Fred		Godinez			
Goodrich, Nathan		Century			
Gordon, Roger		Godinez			
Govier, Robert		Century			
Green, Eric		Godinez			
Guerrero, Elizabeth		Century			
Gutierrez, David		Santa Ana			
Harris, Donzelle		Santa Ana			
Harrison, Thomas		Chavez			
Hess, Thomas		Godinez			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Hinman, Robert		Santa Ana			
Humphrey, Geraldine		Valley			
Johnson, Carl		Segerstrom			
Kirchberg, John		Valley			
Koeler, James		Godinez			
Kong, Dawn		Saddleback			
Lapic, Andrew		Century			
Lawhon, Charles		Lorin Griset			
Lillie, Brian		Santa Ana			
Loh, Brenda		Segerstrom			
Lopez, Veronica		Valley			
Mackenzie, Marcus		Lorin Griset			
Malagon, Arnulfo		Chavez			
Maldonado, Gloria		Lorin Griset			
Manntai, Eric		Century			
Manntai, Jessica		Century			
Martinez, Roman		Santa Ana			
Mc Cook, Robert		Santa Ana			
Mc Mahon, Jeanette		Godinez			
McCluskey, Kameron		Godinez			
Miranda, Ivan		Segerstrom			
Mirhashemi, Niloufar		Godinez			
Molina, Fausto Jr.		Santa Ana			
Morris, IV, Thomas		Saddleback			
Musngi, Noemi		Godinez			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Nguyen, Michael		Santa Ana			
Nguyen, Thu		Middle College			
Nunez, Jesus		Segerstrom			
Oishi, Todd		Santa Ana			
Ortiz, Brenda		Valley			
Parga, Regina		Godinez			
Peimbert, Barbara		Saddleback			
Pena, Maricela		Lorin Griset			
Pena Munoz, Nidia		Segerstrom			
Perez, Enrique		Saddleback			
Pinto, Franklin		Godinez			
Pola, Kevin		Godinez			
Putros, Danial		Lorin Griset			
Quezada, Ana-Brenda		Saddleback			
Ramirez, Robert		Santa Ana			
Ramirez, Steven		Century			
Reekers, Annie		Segerstrom			
Reuter, David		Santa Ana			
Reynozo, Jesse		Lorin Griset			
Rivera, Zayra		Saddleback			
Robison, James		Lorin Griset			
Rocha Rodriguez, Diego		Godinez			
Romero, Analu		Santa Ana			
Salcedo, Margie		Segerstrom			
Scanlon, Brian		Valley			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Sechrest, Eric		Santa Ana			
Shimasaki, Darren		Valley			
Sirgy, Michelle		Century			
Smith, Thomas		Century			
Snyder, William		Godinez			
Solis, Eric		Santa Ana			
Stancil, Kenneth		Valley			
Statler, Monique		Segerstrom			
Stevens, Kelly		Segerstrom			
Swanstrom, Carl		Santa Ana			
Tagaloa, Joseph		Segerstrom			
TeGantvoort, Charles		Santa Ana			
Terwilliger, Erik		Valley			
Thomas, Maryanne		Middle College			
Tieu, Ngoc		Saddleback			
Treen, Lisa		Godinez			
Trumbo, Richard		Santa Ana			
Turner, Rosalind		Segerstrom			
Urrea, Gustavo		Chavez			
Vela, Eddie		Segerstrom			
Vismantas, Eric		Godinez			
Volmer, Susan		Saddleback			
Walker, Sarah		Godinez			
West, Jeffrey		Century			
Whittington, Cheryl		Saddleback			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Witte, Laura		Saddleback			
Wong, David		Santa Ana			
Wood, Michael		Valley			
Wren, Christopher		Saddleback			
Yetko, Claire		Valley			
You, Hahnbuel		Middle College			
Young, Jeffrey		Century			
SUMMER EXTENDED SCHOOL YEAR (ESY) SPEECH AND LANGUAGE PATHOLOGISTS					
Cho, David	Speech and Language Pathologist	Speech Department			
Cool, Susan	Speech and Language Pathologist	Speech Department			
Hernandez, Stephanie	Speech and Language Pathologist	Speech Department			
Krupinski, Debra	Speech and Language Pathologist	Speech Department			
Larsson, Mary	Speech and Language Pathologist	Speech Department			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) SPEECH AND LANGUAGE PATHOLOGISTS (Continued)					
Pfotenhauer, Elise	Speech and Language Pathologist	Speech Department			
Tamayo-Nikolenko, Judith	Speech and Language Pathologist	Speech Department			
Wallace, Karen	Speech and Language Pathologist	Speech Department			
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS					
Adams, Jeffrey		Adult Transition			
Agahi, Fariba		Martin			
Ahluwalia, Amrita		Taft			
Almanzar, Pete		Spurgeon			
Barboza, Marlene		Valley			
Ben-Jacob, Ashley		Taft			
Benavides, Yajahira		Kennedy			
Berger, Jill		Segerstrom			
Birnie, Spencer		Adult Transition			
Blake, Anne		Washington			
Bremmer, Ashley		Spurgeon			
Brito, Lucio		Spurgeon			
Brooks, Gary		Washington			

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Caetta, James		Century			
Cantey, Amanda		Washington			
Carlson, Jonathan		Spurgeon			
Carney, Jann		Spurgeon			
Castro, Carlos		Spurgeon			
Childress, Allen		Muir			
Cifuentes, Adolfo		Heninger			
Cortez, Dany		Heninger			
Cortez, Francisco		Century			
Creaghe, Lorena		Spurgeon			
Cuellar, Alice		Special Education			
Davis, Nancy		Taft			
De Leon, Marissa		Martin			
Delgado, Gabriel		Valley			
Delgado, Oscar		Santa Ana			
Detviler, Tammra		Santa Ana			
Dodge, Scott		Spurgeon			
Domingo, Crystal		Heninger			
Don Vito, Karen		Spurgeon			
Duran, Corrine		Heninger			
Edward, Marina		Martin			
Ehlow, Lisa		Heninger			
Eidenmuller, Gail		Santiago			
Ekno, Desiree		Washington			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Elizondo-Rodriguez, Leslie		NOVA			
Espindola, Claudia		Adult Transition			
Esquivel, Elizabeth		Heninger			
Fedele, Stephen		Godinez			
Fiege-Kollmann, Ylva		Special Education			
Flores, Jennifer		Segerstrom			
Gabaldon, Robert		Valley			
Garcia, Francisco		Santiago			
Garcia, John		Taft			
Gonzales, Christopher		Saddleback			
Gonzalez, Maria		Heninger			
Gonzalez, Marina		Taft			
Graham, Natalie		Taft			
Gregrow, Stacey		Special Education			
Guerra, Gustavo		Martin			
Gutierrez, Armando		Spurgeon			
Guzman, Allison		Martin			
Guzman, Evelyn		Taft			
Hackett, Jeanne		Heninger			
Hanna, Howida		Mitchell			
Hazelwood, Debby		Lorin Griset			
Hendy, Tiffany		Heninger			
Hernandez, Robert		Valley			
Heusser, Brianne		Mitchell			

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Holley, Lori		Taft			
Hoolihan, Kathleen		Muir			
Howell, Andrea		Mitchell			
Hsu, Maylin		Heninger			
Huestis, Mindy		Mitchell			
Hughes, Shawna		Special Education			
Hunter, Mark		Muir			
Ingebrigtsen, Kortni		Muir			
Jacovides, Alexis		Godinez			
Jamison, Shawn		Spurgeon			
Jaramillo, Rosa		Taft			
Johnson, Leslie		Mitchell			
Kanode, Cathy		Muir			
Katz, Mark		Adult Transition			
Kearns, Alice		Taft			
Keller, Ruth		Spurgeon			
Kennedy, Cathleen		Adult Transition			
Kohut-Clements, Carrie		Taft			
Lee, Darlyn		Century			
Leenen, Rona		Kennedy			
Leonard, Sean		Godinez			
Lopez, Adolfo		Santa Ana			
Lopez, Luis		Segerstrom			
MacDonald, Michelle		Taft			
Martinez, Juliana		Heninger			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Martinez, Veronica		Martin			
Mata-Azvedo, Theresa		Taft			
McClelland, Christina		Taft			
McEntee, Jeffrey		Muir			
McMahon, Patrick		Washington			
Meade, Donna		Spurgeon			
Mendoza, Eskayla		Mitchell			
Micka, Justin		Saddleback			
Mitsicourides, Alexander		Century			
Miyashiro, Maria		Kennedy			
Mohr, Lawrence		Saddleback			
Momberg, Julie		Saddleback			
Montes, Karina		Taft			
Moore, Nguyet		Santa Ana			
Morales, Charleen		Century			
Morris, Elisa		Mitchell			
Napier, Rodney		Heninger			
Nelson, Kurt		Kennedy			
Newman, Heather		Heninger			
Nixon, Walter		Spurgeon			
Nolan, Mackenzie		Mitchell			
O'Connell, James		Saddleback			
Olsen, Shane		Adult Transition			
Olsen, Terri		Spurgeon			
Ontiveros, Cassandra		Taft			

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Ortiz, Brenda		Washington			
Orville, Jan		Heninger			
Padilla, Debbie		Muir			
Padilla, Marie		Heninger			
Peck, Stephanie					
Pelosi, Carol		Kennedy			
Pena, Giancarlo		Special Education			
Perkins, Melissa		Taft			
Peterson, Brandon		Godinez			
Phillips, Marlyn		Segerstrom			
Phillips, Nicole		Washington			
Ponce, Magaly		Martin			
Pondell, Katrina		Adult Transition			
Quintero, Eliseo		Mitchell			
Ramirez, Hayley		Mitchell			
Ramirez, Scott		Mitchell			
Reh, Myava		Heninger			
Reyes, Robert		Kennedy			
Reyes Herrera, Rosendo		Martin			
Rincon, Rosa		Santiago			
Rosenberg, Joel		Santa Ana			
Rubio, Paul		Muir			
Salgado, Veronica		Taft			
Sanchez Jimenez, Mayra		Special Education			
Sandoval, Damaris		Mitchell			

Mark A. McKinney, Associate Superintendent, Human Resources

Minutes Book Page 680
Board of Education
Minutes
June 7, 2016

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Sandoval, Paula		Segerstrom			
Schlensker, Nicholas		Century			
Shanks, Saldetor		Godinez			
Siegel, Gina		Century			
Skelton, Jennifer		Century			
Sleiman, Angela		Kennedy			
Smith, Blake		Valley			
Stella, Cherill		Mitchell			
Stotelmeyer, Stephanie		Segerstrom			
Stout, John		Special Education			
Strauss, Stephanie		Special Education			
Striegl, Telly		Martin			
Swanson, Eric		Kennedy			
Tadros, Karen		Santiago			
Tarnow, Paula		Valley			
Tellez, Stephanie		Mitchell			
Torres, Josue		Santiago			
Tourgeman, Tammy		Martin			
Tran, Lisa		Mitchell			
Tucker, Adriana		Lorin Griset			
Uranga, Yvonne		Mitchell			
Vance, David		Adult Transition			
Vazquez, Hugo		Washington			
Vijayvargiya, Shalini		Heninger			
Warner, Denise		Kennedy			

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (Continued)					
Watson, Lindsy		Washington			
Watts, Matthew		Godinez			
Weiss, Debra		Saddleback			
Wiebe, Christine		Washington			
Wilson, Julie		Adult Transition			
Zarate, Rosa		Adult Transition			

Mark A. McKinney, Associate Superintendent, Human Resources

Minutes Book Page 682
Board of Education
Minutes
June 7, 2016

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIRMENTS						
Ohta, Gloria	Job Coach Sp. Ed.	Transition Program	June 7, 2016			20 years, 1 month
Rodriguez, Eleticia	Fd. Svc.Wkr.	Saddleback	Jun 16, 2016			
Varela, Irene	Fd. Svc. Spvr. Elem.	Fremont	June 17, 2016			31 years, 9 months Change of date
RESIGNATIONS						
Crego, Paula	Activity Supervisor	Century	January 15, 2016			Personal - 2 years, 3 months
Cuevas, Cynthia	After School IP	After School Programs	May 13, 2016			Personal - 3 months
Dimas, Anavil	SSP Sp. Ed.	Valley	April 29, 2016			Personal - 1 month
Oropeza, Briana	After School IP	Esqueda	May 13, 2016			Personal - 11 months
Ramirez, Jaqueline	Instructional Provider	McFadden	April 25, 2016			Personal - 2 years, 6 months
Salas, Jesus	After School IP	Diamond	June 16, 2016			Personal - 1 year, 5 months
Vega-Chavarria, Jacqueline	After School IP	Walker	May 18, 2016			Personal -1 year, 4 months
Zamani, Mena	After School IP	MacArthur	May 10, 2016			Personal - 4 years, 1 month

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RESIGNATIONS (Continuation)						
Zavala, Yolanda	Site Clerk	Fremont	May 27, 2016			Personal - 4 years, 8 months
TERMINATIONS						
ID# 29022	Fd. Svc. Wkr.	Villa	May 18, 2016			
ID# 29807	After School IP	After School Program	May 18, 2016			
ABSENCES (3 to 20 duty days)						
Mercado, Jacqueline	Licensed Vocational Nurse	PSS	May 12, 2016	May 18, 2016		Personal
Mora, Maria	Autism Paraprofessional	Mitchell	May 19, 2016	June 10, 2016		Personal
Sanchez, Maria	Library Media Tech.	Willard	April 21, 2016	May 21, 2016		Personal
Terronez, Kathleen	Library Media Tech.	Fremont	May 17, 2016	June 12, 2016		Personal
MILITARY ABSENCE						
Herrera-Gonzalez, Victor	Licensed Vocational Nurse	PSS	May 13, 2016	June 18, 2016		

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
NEW HIRES						
Arambula, Rosalina	Site Clerk	Godinez	June 8, 2016		24/1	Probationary
Campos de Thaler, Rosa	Licensed Vocational Nurse	PSS	May 10, 2016		24/1	Probationary
Garcia, Jacqueline	Licensed Vocational Nurse	PSS	May 16, 2016		24/1	Probationary
Hidalgo, Ruth	Licensed Vocational Nurse	PSS	May 9, 2016		24/1	Probationary
Juarez, Zorayda	Licensed Vocational Nurse	PSS	May 16, 2016		24/1	Probationary
LaSure, Katherine	SSP Sp. Ed.	Franklin	May 31, 2016		19/1	Probationary
Lopez, Karen	Licensed Vocational Nurse	PSS	May 18, 2016		24/1	Probationary
Meza, Kristine	SSP Sp. Ed.	Mitchell	May 5, 2016		19/1	Probationary
Mora, Maritza	Licensed Vocational Nurse	PSS	May 9, 2016		24/1	Probationary
Plascencia, Veronica	District Safety Officer	Willard	May 25, 2016		31/1	Probationary
Rivera, Maria	SSP Sp. Ed.	Heroes	May 16, 2016		19/1	Probationary
Romero, Hilda	Site Clerk	Monroe	June 8, 2016		24/1	Probationary
Spencer, John	Computer Technician	Willard	May 10, 2016		28/1	Probationary
Tena, David	Computer Technician	Carr	May 24, 2016		28/1	Probationary
Zhao, Sarina	Business Analyst	Technology Innovation Services	June 8, 2016		48/1	Probationary

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 7, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
REAPPOINTMENT (Returned from Leave)						
Awni Hassan, Haim	Autism Paraprofessional	Mitchell	May 16, 2016		24/3	
TEMPORARY ASSIGNMENTS						
Acosta, Erica	Admin. Secretary Human Resources	Human Resources	May 17, 2016	June 30, 2016	31/6	
Arroyo, Arturo	Rv. Ld. Custodian	Bldg. Svcs.	April 12, 2016	April 15, 2016	28/5	
Benavidez, Jaime	Plant Custodian Int.	Bldg. Svcs.	April 12, 2016	April 15, 2016	32/5	
Cortez, Jim	Rv. Ld. Custodian	Bldg. Svcs.	May 2, 2016	May 27, 2016	28/3 + Diff.	
Hill, Donald	Rv. Ld. Custodian	Bldg. Svcs.	May 1, 2016	May 31, 2016	28/5	
Mancilla, Anthony	Plant Custodian Elem	Bldg. Svcs.	April 11, 2016	May 5, 2016	28/5	
Melgar, Maria	Ld. Personnel Tech.	Human Resources	May 18, 2016	June 3, 2016	34/5	
Mendoza, Angel	Business Analyst I	Nutrition Svcs.	May 2, 2016	June 30, 2016	48/5	
Nieto, Cesar	Rv. Ld. Custodian	Bldg. Svcs.	May 1, 2016	May 31, 2016	28/5 + Diff.	
Perales, Guadalupe	Sr. Groundskeeper	Bldg. Svcs.	May 9, 2016	May 26, 2016	30/5	
Perez, Juan	Plant Custodian HS	Bldg. Svcs.	May 1, 2016	May 10, 2016	35/2	
Ugalde, Victor	Plant Custodian HS	Bldg. Svcs.	April 1, 2016	April 15, 2016	35/2	

Mark A. McKinney, Associate Superintendent, Human Resources

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

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

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

BACKGROUND INFORMATION:

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

ITEM SUMMARY:

If the value of a gift exceeds $500, the Superintendent shall bring the nature of the gift, with a specific recommendation, to the Board of Education for approval. The gifts under this item are all valued at more than $500.

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.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

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

DH:lr

SANTA ANA UNIFIED SCHOOL DISTRICT
GIFTS RECOMMENDED FOR ACCEPTANCE – June 28, 2016

School:	**Gift:**	**Amount:**	**Donor:**	**Used for:**
Adams Elementary		$500	Mariners Church Mr. Robert Tsuruya Irvine	Instructional supplies
Lincoln Elementary		$508	Studio 1 Mr. Rick Lutz Rancho Cucamonga	Instructional supplies and incentives
Sepulveda Elementary		$502	Studio 1 Mr. Rick Lutz Rancho Cucamonga	Field trip expenses and incentives
Thorpe Elementary		$1,000	Ms. Valerie Sell Fullerton	Library books
Middle College High		$2,000	Disneyland Resort Dreamers and Doers Program Ms. Jill Bolton, Director Anaheim	Supporting the youth and community
Valley High	10 V8 General motor engine	$1,200	General Motors Mr. Tom Brenneman ASE Industry Education Alliance Manager Troy, MI	High School Inc., Automotive Academy
June 28, 2016 Donations		**$5,710**		
2016 Total Donations	**$165,492**	**$171,202**		

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
June 28, 2016

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: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**

ITEM SUMMARY:

An extended school-sponsored trip requires the approval of the Board of Education. A trip is considered to be an extended school - sponsored trip when it takes students beyond neighboring counties or is over night.

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.

LP:sz

SANTA ANA UNIFIED SCHOOL DISTRICT – EXTENDED FIELD TRIPS
RECOMMENDED FOR APPROVAL – June 28, 2016

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
August 2-5, 2016 (Tuesday - Friday)	Century High School 56th Annual Orange County Leadership Conference UC Santa Barbara Santa Barbara, CA	$400.00 per student (s) (cost paid by Site Discretionary funds)	40	4
August 2-5, 2016 (Tuesday - Friday)	Saddleback High School 56th Annual Orange County Leadership Conference UC Santa Barbara Santa Barbara, CA	$400.00 per student (s) (cost paid by Site Discretionary funds)	32	3

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 Century High School students to participate in the ASB Leadership Conference at the University of California, Santa Barbara. The trip will be on August 2-5, 2016.

OVERVIEW: Century High School is requesting their students to participate in the ASB Leadership Conference in Santa Barbara, CA.

RATIONALE: The field trip will provide students the opportunity to attend teambuilding workshops and to learn the fundamentals of their ASB position that will enhance their leadership skills. They will also be able to participate in activities with students from other schools.

PARTICIPANTS: 40 students and 4 chaperones (2 certificated and 2 classified)

COSTS: $400.00 per student – To include lodging, meals, and travel

***FUNDING:** Cost paid by Site Discretionary funds

RECOMMENDATION: Approve the request for Century High School students to participate in the ASB Leadership Conference at the University of California, Santa Barbara on August 2-5, 2016.

* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

Agenda Item Backup Sheet

ITEM:	Request of extended field trip for Saddleback High School students to participate in the ASB Leadership Conference at the University of California, Santa Barbara. The trip will be on August 2-5, 2016.
OVERVIEW:	Saddleback High School is requesting their students to participate in the ASB Leadership Conference in Santa Barbara, CA.
RATIONALE:	The field trip will provide students the opportunity to attend teambuilding workshops and to learn the fundamentals of their ASB position that will enhance their leadership skills. They will also be able to participate in activities with students from other schools.
PARTICIPANTS:	32 students and 3 chaperones (1 certificated and 2 classified)
COSTS:	$400.00 per student – To include lodging, meals, and travel
***FUNDING:**	Cost paid by Site Discretionary funds
RECOMMENDATION:	Approve the request for Saddleback High School students to participate in the ASB Leadership Conference at the University of California, Santa Barbara on August 2-5, 2016.

* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

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

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Sonia Rodarte-Llamas, Ed.D., Director, School Climate**

BACKGROUND INFORMATION:

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

ITEM SUMMARY:
• Number of students: 4
• Eligible to reapply: Various Dates
• Placement: Various Sites

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.

LCAP Goal 3.0: All students and staff will work in a healthy, safe, and secure environment that supports learning.

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.

DL:cvl

Recommendations for Expulsions

Board Meeting: June 28, 2016

	Student Name	School/Grade	Charges	Recomm. Options	Placement	Date Eligible to Reapply
1	341490	Lathrop/8	C	2A	Special Education	06/28/17
2	364148	Lathrop/6	C	2A	County	06/28/17
3	370115	McFadden/8	A, B	2	REACH Academy	01/31/17
4	340642	Segerstrom/9	N	2A	REACH Academy	06/28/17

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

(A) Caused, attempted, or threatened to cause physical injury
(B) Possessed, sold, furnished a weapon, dangerous object, explosives
(C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).
(D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance
(E) Committed or attempted to commit robbery or extortion
(F) Caused or attempted to cause damage to school or private property
(G) Stole or attempted to steal school or private property
(H) Possessed or used tobacco or tobacco products
(I) Committed an obscene act or engaged in habitual profanity or vulgarity
(J) Possessed, offered, or arranged to sell paraphernalia
(K) Disrupted school activities or willfully defied valid authority
(L) Knowingly received stolen school or private property
(M) Possessed an imitation firearm
(N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4
(O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness
(P) Offering to sell or selling SOMA
(Q) Hazing
(R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel
(T) Aids or abets in physical injury
(.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity
(.3) Engaged in hate crime (Grades 4-12 only)
(.4) Harassment, threat, intimidation (Grades 4-12 only)
(.7) Terrorist threats against school officials, school property or both

EXPULSION RECOMMENDATIONS

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

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2015-16 School Year**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Darek Jaroncyzk, Director, Special Education**

BACKGROUND INFORMATION:

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

ITEM SUMMARY:

- Agreement Starts: Per student's IEPs/ 2015-16 school year
- Agreement Ends: June 30, 2016
- Renewable according to student's IEP
- 1 student will be served
- Annual cost: $81,650
- Vendor is a certified nonpublic school which serves students with disabilities per the students' IEPs.
- Required to comply with student's IEP

RATIONALE:

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

LCAP Goal 2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).

LCAP GOAL 1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Education Programs (IEPs) for additional students above 2013-14 baseline numbers.

FUNDING:

Special Education: Not to exceed $ 4,500

RECOMMENDATION:

Approve the master contracts and/or individual service agreements with nonpublic schools and agencies for students with disabilities for the 2015-16 school year.

DL:kq:cvl

Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2015-16 School Year

---

Board Meeting: June 28, 2016

Student ID#	Amount	Master Contract and Individual Service Agreement for Nonpublic School/Agency
354818	Additional $4,500	Kids Institute for Development and Advancement

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Increase for Mental Health Services by Turning Point for 2015-16 School Year**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Heidi Cisneros, Executive Director, Pupil Support Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the increase for mental health services, to cover compensation for counseling and therapeutic services for students in need of mental health support for the 2015-16 school year.

ITEM SUMMARY:

- Contract Starts: July 1, 2015
- Contract Ends: June 30, 2016
- Consultant agreement increase of $71,280
- Annual cost: $103,764

RATIONALE:

At its May 26, 2015 meeting, the Board approved an amount of $35,000 for a Consultant Agreement with Turning Point to provide counseling and therapeutic services for students in need of mental health support. In response to requests from principals for more mental health services for their students in critical need of support, students received increased services from Turning Point that surpassed the approved agreement for $35,000 and resulted in an additional cost of $71,280 for the increase in services. The increased cost will result in an annual total contract cost of $103,764.

LCAP Goal 3.5: Ensure access for low income pupils to the core instructional by including PBIS, restorative practice strategies expansion of dropout prevention and retention efforts, and mentoring.

Through the concentration and supplemental parts of LCAP, this goal applies to English learners, foster youth, redesignated fluent English proficient students, and students with disabilities.

FUNDING:

Medi-Cal: $71,280

RECOMMENDATION:

Approve the increase for mental health services by Turning Point for the 2015-16 school year.

DL:HC:kq:cvl

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2015-16 School Year**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

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

ITEM SUMMARY:

- 2 Attorney fees per settlement agreements.
- 1 Parent reimbursement for mileage.

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.

LCAP Goal 2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).

FUNDING:

Special Education: Not to Exceed $18,500

RECOMMENDATION:

Approve the payment and reimbursement of costs incurred for related services for students with disabilities for the 2015-16 school year.

DL:cvl

Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2015-16 School Year

Board Meeting: June 28, 2016

Student ID#:	Amount:	Expenditure:	Law Office of:
329451	$13,000	Attorney Fees	Adams Esq.
408370	$4,500	Attorney Fees	Brian R. Sciacca, Attorney At Law

Student ID#:	Amount:	Expenditure:	Parent of:
354818	$1,000	Mileage	354818

DL:cvl

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

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

ITEM SUMMARY:
• 10 Parent reimbursements for education services and/or mileage.

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.

LCAP Goal 2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).

FUNDING:

Special Education: Not to Exceed $19,460

RECOMMENDATION:

Approve the payment and reimbursement of costs incurred for related services for students with disabilities for the 2016-17 school year.

DL:cvl

Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2016-17 School Year

Board Meeting: June 28, 2016

Student ID#:	Amount:	Expenditure:	Parent of:
323426	$360	Mileage	323426
403070	$700	Mileage	403070
355637	$2,500	Mileage	355637
177477	$600	Mileage	177477
423909	$600	Mileage	423909
327074	$800	Mileage	327074
301749	$5,000	Mileage	301749
326331	$5,800	Mileage	326331
177630	$3,100	Mileage	177630

DL:cvl

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Memoranda of Understanding with Orange County School Districts for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

ITEM SUMMARY:

- Memoranda of understanding are provided to Orange County School Districts to set forth provisions for enrollment of deaf and hearing impaired students at Taft DHH Elementary School.
- Start date: July 1, 2016
- End date: June 30, 2017

The purpose of this agenda item is to seek Board approval of Memoranda of Understanding (MOU) with Capistrano, Garden Grove, Irvine, Newport Mesa, Orange, Placentia-Yorba Linda, Saddleback Valley, and Tustin Unified School Districts for the 2016-17 school year in order to provide appropriate special education services for those districts' preschool and elementary age students who are deaf or hearing impaired (DHH). The District has provided services to DHH students from other Orange County school districts at the Taft Elementary School DHH Program for more than 30 years without formal agreements. Staff recommends implementing MOUs with all school districts who wish their resident students to attend the Taft DHH Program. Students from other school districts can enter the Taft DHH Program at any time in the school year, and this enrollment will prompt the submission of an MOU to the Board for approval.

RATIONALE:

Approval of these MOUs will provide continuation of services for DHH students from Capistrano, Garden Grove, Irvine, Newport Mesa, Orange, Placentia-Yorba Linda, Saddleback Valley, and Tustin Unified School Districts in the Taft Elementary School DHH Program. The MOUs address services to students in accordance with each student's Individualized Education Program (IEP). In addition, it sets forth the funding and billing formulas and includes other items such as representation at students' IEP meetings, transportation, and appropriate hold harmless provisions. Incoming districts will each pay tuition for their respective students to the District in accordance with the terms of their MOUs for each of its resident students enrolled in the DHH Program at Taft Elementary School.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Memoranda of Understanding with Orange County School Districts for the 2016-17 school year;

DISTRICT	AMOUNT PER STUDENT
Capistrano Unified School District	$40,000
Garden Grove Unified School District	$40,000
Irvine Unified School District	$40,000
Newport Mesa Unified School District	$40,000
Orange Unified School District	$40,000
Placentia-Yorba Linda Unified School District	$40,000
Saddleback Valley Unified School District	$40,000
Tustin Unified School District	$40,000

DL:cvl

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
CAPISTRANO UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Capistrano Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District PROVIDER DISTRICT	Capistrano Unified School District SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
GARDEN GROVE UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Garden Grove Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Studentss based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District PROVIDER DISTRICT	Garden Grove Unified School District SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
IRVINE UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Irvine Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count

ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District PROVIDER DISTRICT	Irvine Unified School District SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
NEWPORT MESA UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Newport Mesa Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District	Newport Mesa Unified School District
PROVIDER DISTRICT	SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations. CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
ORANGE UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Orange Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the Special Schools Program, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 11, 2016.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by August 1 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in Special Schools Programs based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District PROVIDER DISTRICT	Orange Unified School District SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Placentia-Yorba Linda Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District PROVIDER DISTRICT	Placentia-Yorba Linda Unified School District SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Saddleback Valley Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District	Saddleback Valley Unified School District
PROVIDER DISTRICT	SENDING DISTRICT
BY: _____ (Authorized Agent Signature)	BY: _____ (Authorized Agent Signature)
Stefanie P. Phillips, Ed.D. (Print Name)	_____ (Print Name)
Deputy Superintendent, Operations, CBO (Title)	_____ (Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

MEMORANDUM of UNDERSTANDING BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
TUSTIN UNIFIED SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Santa Ana Unified School District (hereinafter referred to as the "Provider District") and the Tustin Unified School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016 through June 30, 2017.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015-16 school year within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the SAUSD Program for Deaf and Hard of Hearing Students, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs multiplied by an allocation factor of 1.5 cost which includes Support Costs and Indirect Cost.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the per pupil and shall provide for program funding as follows:

a. The Sending District shall be responsible for the Average Cost per Pupil in Provider District Program Schools multiplied by the average number of pupils enrolled by the Sending District, minus Special Education Program income received by the Provider District for the purpose of educating said pupils including, but not limited to Revenue Limit and Federal I.D.E.A Local Assistance Grant Funds.

b. Special Circumstances Paraeducators- The Sending District shall be responsible for the full cost of additional personnel as specified required for the benefit of and in the IEP for pupils who are residents of the Sending District.

c. The following documents shall be used as a basis for all figures reported:

Monthly Pupil Count
ADA Calculation
Program Cost Report
Program Summary Report
In-House Accounting Reports

d. Income and expenditures shall be listed in accordance with the California School Accounting Manual Standardized Account Code Structure for Special Education as of April 10, 2017.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in SAUSD Program for Deaf and Hard of Hearing Students based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions or employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

Santa Ana Unified School District_____	Tustin Unified School District_____
PROVIDER DISTRICT	SENDING DISTRICT
BY: _____	BY: _____
(Authorized Agent Signature)	(Authorized Agent Signature)
Stefanie P. Phillips, Ed.D._____	_____
(Print Name)	(Print Name)
Deputy Superintendent, Operations, CBO__	_____
(Title)	(Title)
DATE: _____	DATE: _____
BOARD APPROVAL: June 28, 2016	BOARD APPROVAL: _____

CWN
SPECIAL ED MOU
3-06
cc: SELPA

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Contract with Paradigm Healthcare Services for Invoicing Reimbursement for Medi-Cal Billing and School-Based Medi-Cal Administrative Activities Programs for July 1, 2016 through June 30, 2019**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of a continuing contract with Paradigm Healthcare Services for invoicing reimbursement for both the LEA Medi-Cal Billing Option Program and the School-Based Medi-Cal Administrative Activities (SMAA) Program. Currently, we contract with Paradigm Healthcare Services who assist us with data extraction, Medi-Cal matching, invoice preparation, training, audit support, and legislative advocacy. The term of the proposed contract is July 1, 2016 through June 30, 2019.

ITEM SUMMARY:

- Contract Starts: July 1, 2016
- Contract Ends: June 30, 2019
- Paradigm assists our district with data extraction, Medi-Cal matching and invoice preparation. In addition, they provide training and audit support to maximize our Medi-Cal reimbursements.

On June 11, 1996, the Board authorized District participation in the Medi-Cal reimbursement programs. These programs provide school districts with the federal portion of Medi-Cal funds for health related services already being provided to students. This reimbursement is for specific services, such as speech or occupational therapy, nursing, audiology, various assessments and mental health services.

All revenue received through the LEA Medi-Cal Billing Option Program must be used to expand student health services and cannot be used to supplant the cost of core services that districts traditionally provide. SMAA is an additional claiming portion of the program that allows districts to bill eligible administrative activities associated with Medi-Cal. These activities include referring families to health services such as Medi-Cal, facilitating Medi-Cal application/eligibility, program planning and policy development, and administrative costs associated with these services. SMAA revenues have been used to help defray the general fund contribution to unfunded special education costs.

RATIONALE:

Historically, Paradigm Healthcare Services has assisted our District in reimbursements of approximately $2 million annually via the LEA Medi-Cal Billing Option Program and an average of $830,660 annually via the SMAA program.

FUNDING:

Fees related to this contract are funded with Medi-Cal reimbursement.

Estimated fees are based on:

- For Medi-Cal, 10% - 12% of District reimbursement for Medi-Cal billing option
- For SMAA, $112.50 per participant upon receipt of reimbursement and $2000 monthly consulting fee

Fees for 2016-17, based on prior year reimbursement, are estimated at $285,159.

RECOMMENDATION:

Approve the contract with Paradigm Healthcare Services for invoicing reimbursement for the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program for July 1, 2016 through June 30, 2019.

DL:cvl

paradigm | healthcare

SERVICE AGREEMENT

This Service Agreement (**"Agreement"**) is entered into as of the 1st day of July 2016 between Paradigm Healthcare Services, LLC, a California Limited Liability Company (**"Paradigm"**) and Santa Ana Unified School District, a Local Education Agency (**"Client"**).

RECITALS

Paradigm is engaged in the business of providing Medicaid direct service and administrative claiming services to local education agencies, local governmental agencies, school districts, County offices of education, and local education consortia within the State of California.

Client desires to retain Paradigm, and Paradigm desires to be retained by Client, to provide the services described in greater detail below.

Accordingly, in consideration of the mutual obligations undertaken herein, THE PARTIES AGREE AS FOLLOWS:

TERMS

1. ***Retention.***

Client hereby retains Paradigm and grants it the exclusive right to perform the services described below subject to the terms and conditions set forth in this Agreement.

2. ***Term.***

This Agreement shall commence on the date first set forth above and shall continue in full force and effect through June 30, 2019 ("Initial Term") subject to the termination provisions set forth in Paragraph, "Termination." Unless either party sends written notice to the other party at least 60 days prior to the end of the Initial Term or any subsequent term, this agreement shall automatically renew for an additional year on each July 1 following the Initial Term, subject to termination provisions herein. The phrase "Term of the Agreement" shall refer to the Initial Term and any subsequent renewal period. The phrase "Fiscal Year" as used in this Agreement shall refer to the period July 1 through June 30. The Agreement will govern activities required to be performed by either party to complete obligations undertaken under this Agreement, regardless whether those activities are to be performed during or after the Term of the Agreement.

3. ***Paradigm LEA Billing Services.***

a. **Program Implementation Services.**

(1) Paradigm will assist Client with all start-up documentation required by the California Department of Health Care Services ("DHCS") to enroll Client as a Medi-Cal Provider, and establish Paradigm as the Client agent for purposes of submitting reimbursement requests under this Agreement.

(2) Paradigm will work with Client to assess program potential, establish provider and site databases for effective service tracking, and provide implementation training to Client program coordinator(s). This implementation process will be designed to identify areas of reimbursement and to facilitate an effective partnership between the Client and Paradigm.

b. Training and Materials.

(1) Paradigm will provide training to Client's program coordinator(s) and healthcare providers as part of the initial contract implementation and at least annually thereafter. Training will include the following subject areas: DHCS audit requirements for Client's LEA billing program; all necessary information and procedures for submitting Client billing data to Paradigm; and "best practices" to implement and maintain an optimized, audit-ready program.

(2) Paradigm will provide Client personnel with all necessary training materials including a proprietary "Coordinator's Handbook" containing a detailed review of the rules and regulations governing the LEA billing program. At Client's request Paradigm will also make available its proprietary "provider forms" for use in documenting the delivery of healthcare services (available in paper and electronic versions).

c. Claims Preparation and Submission.

(1) **Eligibility.** Upon the commencement of LEA Billing Services under this Agreement and quarterly thereafter during the Term of the Agreement, Paradigm will use its proprietary algorithms and know-how to determine Medi-Cal eligibility and identify Medi-Cal numbers within limits imposed by the DHCS and county governments. Eligibility match information will be retained by Paradigm and will be used solely to provide services hereunder subject to all the confidentiality provisions provided in the Agreement.

(2) **Claims Submittal.** Paradigm will make reasonable efforts to submit each Medi-Cal claim within thirty (30) days of receipt from Client of all information necessary for processing that claim. Paradigm will also make reasonable efforts to bill retroactive claims existing at the commencement of this Agreement so as to minimize revenue lost due to Medi-Cal's one (1) year billing limit.

(3) **Review and Resubmittal.** Paradigm will monitor the submittal and payment process, review denials, suspensions, and holds, as reported by DHCS, and make reasonable efforts to resolve any challenged Client reimbursement claim.

d. Management Reports and Program Analysis. Paradigm will provide Client with periodic management reports using provider, procedure, and/or site parameters. The frequency of such reports will be determined by mutual agreement of Paradigm and Client, but in any event shall occur no less frequently than quarterly.

e. Coordination with Client.

(1) **Information Sharing.** Paradigm will provide Client with information regarding program policy, interpretation of policy, and regulatory updates as applicable. Quarterly "Bulletins" will be provided to Client's coordinator(s) to ensure timely communication about program changes and updates to Paradigm's systems and processes.

(2) **Support.** Paradigm will provide a "Client Care Center" available for the use of Client's program coordinator(s) and accessible via toll-free phone and email. A Paradigm Help Desk will be available to Client program coordinator(s) and participants utilizing Paradigm's web-based software, accessible by toll-free phone during regular business hours and by email.

(3) **Audit and Site Visit Support.** Paradigm will provide Client personnel with training on audit requirements and program compliance. In the event of a program audit or review, Paradigm will assist in preparing for and responding to the audit to the extent permitted by DHCS and or any other auditing party.

f. Paradigm Technologies Software. Paradigm will make available its proprietary web-based software to assist Client in effective management of program participation, including at Client's option, the web-based Paradigm Technologies application. Note: Access to any Paradigm Technologies web-based applications requires acceptance of a separate, no-fee online Software License Agreement found at Paradigm's website.

4. ***Client's LEA Billing Service Obligations.***

a. Program Coordinator(s). Client will make available designated personnel to assist with the implementation of Paradigm's services, and coordinate with Client's individual program participants.

b. Provider Logs. Client will maintain complete and accurate provider logs of all healthcare services provided by Client and will return the completed logs to Paradigm at the end of each month.

c. Student Data. Upon commencement of the Agreement and quarterly thereafter (October 1st, December 15th, March 15th, and June 15th), Client will provide Paradigm with a computer file in a format specified by Paradigm of all student data reasonably requested by Paradigm in connection with its performance under this agreement from Client's computer systems or from the computer systems of the individual schools Client comprises.

5. ***Paradigm CRCS Services.***

Paradigm will prepare the annual Cost and Reimbursement Comparison Schedule ("CRCS") Workbook in accordance with the claim guidelines approved by DHCS, based on information supplied by Client for each fiscal year, in accordance with the terms of the Agreement. Client will have final approval over the CRCS Workbook submission prepared by Paradigm.

6. ***Client's CRCS Obligations.***

Client will submit to Paradigm, in a format specified by Paradigm, all elements needed to complete the CRCS Workbook for each provider for whom reimbursement is sought. Documentation will be submitted to Paradigm no later than sixty (60) days after the end of the Fiscal Year for which the CRCS is to be submitted.

7. ***Paradigm MAA Billing Services.***

All services described below will be provided in accordance with and to the extent allowed by the California Department of Health Care Services ("DHCS") Medi-Cal Administrative Activities ("MAA") Plan.

a. MAA Program Consulting Services.

(1) **Ongoing Consultation**. Paradigm will work with Client to assess program potential, and establish an optimized claim plan, which consists of review and analysis of all program participants and their fiscal eligibility. Ongoing consultation will be designed to identify areas of reimbursement and to facilitate Client's full participation in the MAA program.

(2) **Training**. Paradigm will provide training to Client's program coordinator(s). Training will include the following subject areas: DHCS audit requirements for Client's MAA program; information and procedures for submitting MAA fiscal information to Paradigm; and "best practices" to implement and maintain an optimized, audit-ready program.

(3) **Information Sharing**. Paradigm will provide Client with information regarding program policy, interpretation of policy, and regulatory updates as applicable. Quarterly "Bulletins" will be provided to Client's coordinator(s) to ensure timely communication about program changes and updates to Paradigm's systems and processes.

(4) **Program Compliance Support**. Paradigm will provide Client personnel with training on audit requirements and program compliance, and will perform "compliance reviews" to assist the Client in maintaining audit records. In the event of a program audit or review, Paradigm will assist in preparing for and responding to the audit to the extent permitted by DHCS and or any other auditing party.

(5) **Supplemental Support**. Paradigm will provide a "Client Care Center" available for the use of Client's program coordinator(s) and accessible by toll-free phone during regular business hours and by email. A Paradigm Help Desk will be available to Client program coordinator(s) and staff utilizing Paradigm's web-based software, accessible by toll-free phone during regular business hours and by email.

(6) **Paradigm Technologies**. Paradigm will make available, as applicable, its proprietary web-based software to assist Client in effective program participation. Note: Access to any Paradigm Technologies web-based applications requires acceptance of a separate, no-fee online Software License Agreement found at Paradigm's website.

b. <u>MAA Invoice Preparation & Submission Services</u>.

(1) **Medi-Cal Eligibility**. Paradigm will use its proprietary algorithms and know-how to determine Medi-Cal eligibility and identify Medi-Cal numbers within limits imposed by DHCS and County governments. Eligibility match information will be retained by Paradigm and will be used solely to provide services hereunder subject to all the confidentiality provisions provided in the Agreement.

(2) **Invoice Processing**. Paradigm will assist Client in preparing the fiscal information needed to complete the MAA invoice. Paradigm will compile all required invoice data (including the Time Survey Summary Results) provided by Client and prepare MAA invoices in accordance with the claim guidelines approved by DHCS, based on information supplied by Client for each fiscal quarter during the Term of the Agreement. Client will be afforded a reasonable opportunity to monitor Paradigm efforts, and will have final approval of the MAA invoices prior to submission by Paradigm.

(3) **Direct Charge**. Paradigm will assist Client in the calculation of direct charges, provided that Client supplies Paradigm with the information necessary to make such calculations in accordance with DHCS school-based MAA directives.

(4) **Agency Coordination**. Paradigm will coordinate the submittal of the MAA Operational Plan and MAA invoice to the County or Regional MAA Coordinator and provide information requested by regional, state and federal agencies as related to the MAA Operational Plan and invoices submitted thereunder.

(5) **Management Reports and Program Analysis**. Paradigm will provide Client with periodic management reports for the ongoing analysis of Client's MAA claims. The frequency of such reports will be determined by mutual agreement of Paradigm and Client.

(6) **Paradigm Technologies**. Paradigm will make available, as applicable, its proprietary web-based software to assist Client in effective program participation. Note: Access to any Paradigm Technologies web-based applications requires acceptance of a separate, no-fee online Software License Agreement found at Paradigm's website.

8. ***Client's MAA Obligations.***

a. **Program Coordinator(s).** Client will make available designated personnel to assist with the implementation of Paradigm's services, and coordinate with Client's individual program participants.

b. **MAA Operational Plan.** Client will provide to Paradigm all pertinent information needed for developing each MAA Operational Plan in a timely manner. Client will designate individuals to serve as Paradigm contacts for the collection of such information.

c. **Official RMTS Participant Roster (TSP).** On the first day of the fiscal quarter, Client will submit to Paradigm the official RMTS participant roster (referred to as the TSP in the California State RMTS claiming plan).

d. **Time Survey Summary Results.** Client will submit to Paradigm a time survey summary report that indicates the MAA time, as certified by the regional agency, for that quarter based on the RMTS methodology, and that contains all data required for the SMAA invoice by LEA and claiming unit. This report of summarized MAA time shall be submitted to Paradigm no later than sixty (60) days after the end of the quarter for which the invoice is submitted or fifteen (15) days after the report is received by Client from its regional agency, whichever is earlier.

e. **Direct Charge Documentation.** Client will provide Paradigm with all documentation to support Client's direct charge reimbursements in accordance with DHCS school-based MAA directives. Client will submit direct charge documentation to Paradigm no later than thirty (30) days after the end of the quarter for which it will apply.

f. **MAA Invoice Submittal.** Client will submit to Paradigm all elements needed to complete the detailed MAA invoice form for the claiming unit that undertook the activities for which reimbursement is sought. Client will submit documentation to Paradigm no later than sixty (60) days after the end of the quarter for which the invoice is to be submitted.

g. **Compliance.** Client will comply with enabling legislation, regulations, administrative claiming process directives, policies, and program letters of the DHCS, as well as directives from the Lead County or Regional Agency, and with the terms of the approved MAA Operational Plan, which define allowable MAA and processes for appropriate MAA reimbursements.

h. **Student Data.** Upon commencement of the Agreement and quarterly thereafter (October 1st, December 15th, March 15th, and June 15th), Client will provide Paradigm with a computer file in a format specified by Paradigm of all student data reasonably requested by Paradigm in connection with its performance under this agreement from Client's computer systems or from the computer systems of the individual schools Client comprises.

i. **Documentation for Invoice Submittal.** Client will cooperate with Paradigm and will provide Paradigm access to all personnel and files reasonably requested by Paradigm to assist Paradigm in its performance of MAA Invoice Preparation and Submission Services hereunder.

j. Data Processing. Client will be responsible for the accuracy and appropriateness of all MAA information it provides to Paradigm for the preparation of MAA invoices and for compliance with all applicable laws and regulations regarding preparation of MAA invoices.

9. ***Additional Client Obligations.***

In addition to the specific obligations set forth above, Client will take such other reasonable actions as Paradigm may request to facilitate Paradigm's provision of services under this Agreement.

10. ***Fees and Payment Terms.***

a. Fees for LEA Billing Services.

(1) **Flat Fee Per Approved Service.** Paradigm fees for Client LEA claims submitted or originating during the Term of the Agreement will consist in a flat fee for each claimed service that DHCS approves for reimbursement without regard to any DHCS administrative deductions, holdbacks, or other deferral or delay in payment ("Approved DHCS Reimbursements"). The schedule of Paradigm flat fees for DHCS approved services is set forth in Appendix A.

(2) **Sliding Scale Reduction.** Paradigm's fees per approved service will *decrease* in the event total Approved DHCS Reimbursements during any Fiscal Year exceed certain pre-established thresholds. The reduced Paradigm fee schedule will apply prospectively to services approved for payment by DHCS after (and in the same Fiscal Year) that a threshold is reached. The thresholds triggering a decrease in Paradigm fees is $500,000. The schedule of Paradigm's reduced fees starting at each threshold is set forth in Appendix A.

(3) **Effect of Increase in Reimbursement Rates.** In the event DHCS increases the reimbursement rates to Client for LEA Billing Services during the Term of this Agreement, Paradigm's flat fees will automatically increase by the same percentage as the percentage DHCS increase. However, in no event will Paradigm's flat fees increase by more than 2% in any Fiscal Year during the Term of the Agreement.

(4) **Cap on Paradigm Fees. N**otwithstanding the fee schedule set forth in Appendix A, the total fees payable to Paradigm based on Approved DHCS Reimbursements during any Fiscal Year during the Term of the Agreement will not exceed the following:

12% of Approved DHCS Reimbursements up to $500,000;

10% of Approved DHCS Reimbursements above $500,000

(5) **Application of Fiscal Year Limits.** For purposes of computing Paradigm's fees, thresholds and fee caps for LEA Billing Services, all Approved DHCS Reimbursements will be deemed to fall within the Fiscal Year in which DHCS approves reimbursement, regardless when the claim originates or is submitted by Paradigm to DHCS for payment, and regardless when or whether reimbursement is received from DHCS. Nothing in this Agreement shall constitute a limitation or waiver of Paradigm's entitlement to receive fees based on the foregoing schedule even after termination of the Agreement. Paradigm will invoice Client monthly based on Approved DHCS Reimbursements rather than payment received by Client from DHCS.

b. Fees for CRCS Services. The fee for each Fiscal Year for which CRCS services are rendered will be equal to the lesser of: (i) $100 per employee or contractor used in the final calculation of "Net Total Personnel Costs" as reported on Worksheets A and B, or (ii) $7,500. Paradigm will invoice Client for CRCS services on an annual basis.

c. Fees for MAA Billing Services.

(1) **MAA Program Consulting Services**. The fee for MAA Program Consulting Services will be $2,000 per month. Paradigm will invoice Client on a monthly basis during the Term of the Agreement.

(2) **MAA Invoice Preparation & Submission Services**. The fee for MAA Invoice Preparation & Submission Services each fiscal quarter during the Term of the Agreement will be an amount equal to $45 multiplied by the sum of: (i) the number of time survey participants claimed on Client's MAA Invoice for that fiscal quarter, and (ii) the number of individuals identified as a direct charge in Client's MAA Invoice for that fiscal quarter. Paradigm will invoice Client quarterly based on MAA payments received by Client from DHCS.

(3) Under existing law, the foregoing MAA fee arrangement will allow Client to recover as MAA reimbursable costs fifty percent (50%) of any fees charged by Paradigm. Certain deviations from this fee structure may prevent Client from recovering these fees as allowable administrative expenses under the MAA reimbursement process.

d. Substitution of Alternative Methodology and/or Fee Terms. In the event that any LEA Billing, CRCS, or MAA fee arrangements, or and part thereof are or become inconsistent with applicable state or federal law, regulation, or court order, or that any time survey methodology other than Worker Log or RMTS is approved by DHCS for use by Client in determining the percentage of allowable costs for MAA reimbursement, Paradigm will on thirty (30) days written notice provide substitute fee arrangements and/or substitute time survey services consistent with applicable law regulation or court order. Any such substitute fee arrangements shall not increase the total amount Client would otherwise have been required to pay Paradigm for services under this Agreement.

e. Late Fees. Client will incur a late fee of two percent (2%) per month or any part thereof, or the maximum fee allowed by law, whichever is less, on any invoiced amount unpaid after sixty (60) days. The fees specified herein do not include taxes or similar surcharges, which are the sole responsibility of Client (excluding taxes on Paradigm's gross income).

11. ***Protection of Confidential Information.***

a. Definitions.

(1) **"Client Confidential Information"** shall mean all information in whatever form provided by Client to Paradigm in connection with the services rendered under this Agreement that at the time of first receipt: (i) is clearly marked "confidential" or "proprietary;" (ii) constitutes protected health information, personal information, or student or pupil information, as defined by any federal or state law or regulation, including but not limited to the Family Education Rights Privacy Act (FERPA), 20 U.S.C. §1232g, et al., the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6506, and the California Education Code (including §49073.1); (iii) is governed by the terms of a Data Use Agreement (DUA) between Client and DHCS; (iv) is otherwise disclosed under circumstances of confidence; or (v) reasonably should be understood by the receiving party to be confidential. Without limiting the foregoing, Client Confidential Information shall include all Client student healthcare data and other student information, and all Medi-Cal data files received by Paradigm as Client's designated custodian. Confidential Information shall not include any information that is or becomes publicly known through no fault of Paradigm, is already known by Paradigm at the time of disclosure based on information received from a source other than Client, or is rightfully received or independently developed by Paradigm after disclosure.

(2) **"Paradigm Confidential Information**" shall mean all information in whatever form provided by Paradigm to Client in connection with the services rendered under this Agreement that, at the time of first receipt: (i) is clearly marked "confidential" or "proprietary;" (ii) is otherwise disclosed under circumstances of confidence; or (iii) reasonably should be understood by the receiving party to be confidential. Without limiting the foregoing, Paradigm's Confidential Information shall include all business, marketing, technical, financial, customer, supplier, or other information, data entry means, processed claiming data, instructions, management reports, data file specifications, instructional materials, algorithms, software, forms, boilerplate plans, technologies, know-how related to making eligibility determinations, and data and results derived from the foregoing, except to the extent such Confidential Information is set forth in this Agreement, which is a public record.

b. Protection of Confidential Information.

(1) Each party shall use reasonable and appropriate measures to safeguard and keep confidential all Confidential Information of the other party and shall not disclose, use, or copy any Confidential Information except as necessary to perform its obligations hereunder. Such reasonable and appropriate measures shall be no less than the measures taken by each to protect its own confidential information of a similar nature, but in any event no less than the measures governing protection, maintenance, disclosure, retention and destruction of Confidential Information subject to the terms of any DUA between Client and DHCS and any applicable federal or state law or regulation.

(2) Paradigm represents that all its employees who work with Confidential Information provided by Client under this Agreement: (i) have received regular training in data security procedures and federal and state law and regulations applicable thereto; (ii) have reviewed Paradigm's written data security policies and procedures; and (iii) have signed an agreement to be bound by the confidentiality terms contained in this Agreement.

(3) Each party may disclose Confidential Information of the other party to its responsible employees and independent contractors to the extent permitted by law and provided that such employees and independent contractors: (i) have a need to access such Confidential Information for purposes of fulfilling the party's obligations hereunder; (ii) have been informed of the confidentiality provisions of this Agreement; and (iii) have agreed in writing to be bound by such provisions to the same extent as the parties. Each party shall be responsible for any breach of the confidentiality provisions of this Agreement by its employees and independent contractors.

(4) Paradigm will timely report to Client any misuse or unauthorized disclosure of student information or other Confidential Information in accordance with all applicable federal and state laws and regulations.

c. Ownership and Use of Client Confidential Information. Client Confidential Information provided to Paradigm under this Agreement continues to be the property of, and under the control of, Client, and will not be used for any purpose other than the requirements of this Agreement. Without limiting the foregoing, Paradigm will not use personally identifiable student information for commercial or advertising purposes.

d. Review and Correction. Client represents that it maintains a procedure by which parents, legal guardians, and eligible students can review student records and correct erroneous information; Paradigm does not interact directly with parents, guardians or students, but will cooperate with Client as necessary to allow for the review and correction of student records.

e. Retention of Client's Confidential Information. Paradigm certifies that it will only retain Client's Confidential Information for as long a period as is reasonably necessary to fulfill its obligations under this Agreement, including compliance with DHCS audit requirements, and applicable federal and state laws and regulations. At the end of such compliance period, Paradigm in its reasonable discretion will either destroy Client Confidential Information in a secure manner or return this Information to Client.

f. Lawful Disclosure. This Paragraph shall not be construed as prohibiting either party from disclosing the other's Confidential Information to the extent required by law, regulation, or court order, provided such party notifies the other party promptly after becoming aware of such obligation and permits the other party to seek a protective order or otherwise to challenge or limit such required disclosure within the time permitted by law.

g. Statutory Compliance. The parties acknowledge that, notwithstanding any other provision of this Agreement, Client has taken reasonable and appropriate steps to ensure that Paradigm's current practices with respect to Client Confidential Information comply with FERPA requirements, and Client remains legally responsible for any FERPA violations that may occur in the course of Paradigm's performance of services under this Agreement. The parties also acknowledge that they have made best efforts to ensure that this Agreement complies with the requirements of California Education Code §49073.1.

h. Continuing Obligations. The obligations contained in this Section, "Protection of Confidential Information," shall survive for a period of twenty (20) years after the expiration or termination of this Agreement.

12. ***Accuracy of Information.***

a. Client Efforts. Client will make reasonable efforts to insure that the information supplied to Paradigm hereunder shall be true, complete, and accurate in all respects. Client assumes sole responsibility, and Paradigm shall have no liability, for the truth, completeness, and accuracy of all information supplied to Paradigm.

b. Paradigm Efforts.

(1) Paradigm shall make reasonable efforts to verify the completeness and accuracy of information underlying the claims it submits on Client's behalf. Due to the volume of data being processed from manual data entry forms and the necessity of correlating student records from several databases maintained by Paradigm, it is inevitable that some requests for reimbursement (or categories of requests or patients) will be denied due to incorrect or incomplete supporting data or healthcare insurance information. Paradigm will make reasonable efforts to minimize such denials. Client acknowledges that such denials are normal, and will not constitute a breach of Paradigm's obligations under this Agreement. Client's sole and exclusive remedy for any such reimbursement denial is to request that Paradigm re-bill any denied claims. Paradigm will determine in its sole and absolute discretion if such rebilling is reasonable and cost effective. Except as set forth in this paragraph, Paradigm shall not be liable, and Client shall have no remedy, for any reimbursement denial for healthcare or administrative services that are not reimbursable under state or federal law.

(2) Paradigm shall make reasonable efforts to submit all operational plans and claims made thereunder in a timely manner. However, Paradigm shall not be responsible in any way in the event that any operational plan or any claim made thereunder is submitted late or incomplete directly or indirectly because of the failure or delay by Client or its employees, students, agents or independent

contractors in making all necessary information available to Paradigm, or any third party's failure or delay in submitting documentation to the DHCS.

(3) Client acknowledges that Paradigm is not providing Client with legal, medical, or healthcare information or services and that any forms, software, and other materials supplied to Client hereunder are not intended to provide legal, medical, or healthcare advice.

13. ***Limitation of Liability.***

In no event shall Paradigm be liable to Client for any incidental, indirect, consequential, special, or punitive damages arising out of or relating to this Agreement, including without limitation damages for lost reimbursements, lost healthcare services, or lost data, regardless of whether Paradigm has been advised of the possibility of such damages, and regardless of whether the claim for damages sounds in contract, tort, or other form of action. In the event Client elects not to utilize Paradigm's services to prepare its annual CRCS Workbook, or fails to make available information necessary to timely complete the Workbook, Paradigm will not be liable in any manner for resulting termination of Client from participation in the LEA Billing Option or for any resulting disallowance of Client claims. In no event shall Paradigm's total liability for damages to Client arising out of or related to this Agreement exceed the net fees paid to Paradigm hereunder during the one (1) year period preceding the date on which the first claim alleged to give rise to damages occurs, regardless of the number of claims, causes of action, or amount of the alleged losses.

14. ***Licenses and Permits.***

Client represents and warrants that: (a) it has all licenses and permits necessary or appropriate to render the medical services it currently provides to its students, and to be eligible for reimbursement from Medi-Cal; (b) Client will maintain such licenses in full force and effect during the Term of this Agreement; and (c) Client has all necessary authority, including approval by the Board of Education if necessary, to enter into this Agreement and to perform all of its obligations hereunder.

15. ***Indemnification.***

a. **Client's Indemnification Obligations.** Client shall indemnify and hold harmless Paradigm, its managing members, employees, and agents against and from any and all liabilities, claims, demands, losses, damages, and expenses, including reasonable attorneys' fees and costs (collectively "**Claims**"), to the extent arising from Client's negligence, gross negligence, or intentional misconduct in the course of Client's discharge of its obligations under this Agreement, including without limitation: (i) breach of any provisions of this Agreement by Client; (ii) failure of Client or its health care providers, to provide any service for which reimbursement is sought; (iii) failure of Client or its health care providers to perform health care or related services in accordance with any professional standards applicable thereto; (iv) failure of the Client to provide accurate Confidential Information; or (v) failure of Client or its health care providers to obtain or maintain in good standing any licenses, permits, or registrations required to render the healthcare and related services for which reimbursement is sought. Notwithstanding the foregoing, Client shall not be required to indemnify Paradigm hereunder to the extent that Paradigm is obligated to indemnify Client pursuant to the following paragraph, "Paradigm's Indemnification Obligations."

b. **Paradigm's Indemnification Obligations.** Paradigm shall indemnify and hold harmless Client, its school board, officers, directors, employees, and agents against and from any and all Claims to the extent such claims arise from Paradigm's negligence, gross negligence, or intentional misconduct in the course of performing services under this Agreement. Notwithstanding the foregoing, Paradigm

shall not be required to indemnify Client hereunder to the extent that Client is obligated to indemnify Paradigm pursuant to the preceding paragraph, "Client's Indemnification Obligations."

c. The indemnification rights set forth in this Section, "Indemnification," are conditional on the following: (i) the party seeking indemnification (each an "**Indemnified Party**") shall provide prompt written notice of any Claim as to which indemnification is sought to the party from whom indemnification is sought (the "**Indemnifying Party**"), provided, however, that failure to give such notice shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that it is materially prejudiced thereby; (ii) all Indemnified Parties shall reasonably cooperate with the Indemnifying Party in the defense and settlement of the underlying Claim at no cost to the Indemnified Party; and (iii) the Indemnifying Party shall have full and exclusive authority to defend or settle the underlying Claim, provided that the Indemnifying Party shall not enter into any settlement that includes an admission of liability by the Indemnified Party or injunction against any Indemnified Party without the consent of such Indemnified Party, such consent not to be unreasonably withheld or delayed, and provided further that each Indemnified Party shall have the right to participate in such Claim with counsel of its own selection at its own expense.

16. ***Termination.***

a. **For Cause.** Either party may terminate this Agreement upon written notice to the other party if the other party is in material breach of its obligations under this Agreement and such breach is not cured within thirty (30) days after receipt of written notice of the specific nature of such breach (or, in the case of nonpayment of fees, within fifteen (15) days after receipt of written notice). The non-breaching party shall give its reasonable cooperation and assistance to the breaching party in any efforts made to cure such breach.

b. **Without Cause.**

(1) **Mutual Agreement.** The parties may terminate this Agreement at any time by written agreement of both parties, effective as of the date specified in such agreement.

(2) **CRCS Termination.** Notwithstanding anything to the contrary in this Agreement, Client may terminate Paradigm's CRCS Services by written notice sent no later than sixty (60) days prior to the end of any Fiscal Year for which the CRCS Services would otherwise be provided under this Agreement.

(3) **MAA Consulting Services Termination**. Notwithstanding anything to the contrary in this Agreement, Client may terminate Paradigm's MAA Consulting Services by written notice sent no later than sixty (60) days prior to the beginning of any Fiscal Year for which the MAA Consulting Services would otherwise be provided under this Agreement.

c. **Effect of Termination.** Upon the expiration or termination of this Agreement for any reason:

(1) **Payment for Services Completed.** All fees Client owes to Paradigm for services provided prior to expiration or termination shall immediately become due and payable upon receipt of an invoice from Paradigm.

(2) **Payment for Approved LEA Billing Claim Submittals**. Paradigm will prepare and submit to DHCS for reimbursement all Client LEA Billing claims arising from services provided by Client prior to termination or expiration and shall receive payment pursuant to the terms of this Agreement upon approval of such claims or part thereof by DHCS. Such claims for reimbursement shall be documented and submitted to Paradigm for submittal to DHCS within six (6) months after the earlier of expiration or termination of this Agreement.

(3) **Payment for MAA Invoice Preparation and Submission Services**. Paradigm shall prepare and submit to DHCS the MAA invoice for any quarter which has commenced as of the date of termination or expiration and shall receive payment pursuant to the terms of this Agreement upon approval and payment of the invoice or part thereof by DHCS.

(4) **Confidential Information.** Client shall, upon request, return or destroy, at Paradigm's option, all Confidential Information received from Paradigm and shall certify to Paradigm its compliance with this provision.

d. Survival of Terms. All provisions of this Agreement which by their express terms extend beyond expiration or termination of this Agreement or which by their nature so extend shall survive expiration or termination, including but not limited to Paragraphs: "Protection of Confidential Information," "Limitation of Liability," "Indemnification," "Termination," "Paradigm Proprietary Rights," and "Miscellaneous."

17. ***Paradigm Proprietary Rights.***

Client acknowledges and agrees that Paradigm retains all right, title, and interest, including without limitation all intellectual property rights, in and to Paradigm's Confidential Information (as defined above), and all forms, materials, submissions, and software prepared or supplied by Paradigm. Except as and to the extent otherwise provided in this Agreement, neither this Agreement nor Paradigm's performance of services under this Agreement shall give Client any ownership interest in or license to any of Paradigm's intellectual or other property.

18. ***Miscellaneous.***

a. Notice. Any notice required or permitted to be given under this Agreement shall be in writing and may be delivered in person, by overnight courier, or by facsimile if confirmed by first class mail, or sent by certified or registered mail, addressed to the other party at the addresses set forth on the signature page of this Agreement. Notice will be effective as of the date personally delivered, or if by facsimile, when confirmed electronically by the sending facsimile machine, or otherwise when actually received, provided that notice received on holidays, week-ends or nights will be effective at 9:00 a.m. on the next business day.

b. Relationship. It is intended that the relationship of Paradigm to Client shall at all times be that of an independent contractor. Nothing contained in this Agreement is intended or to be construed so as to create any partnership, joint venture, employment, agency, franchise or other representative relationship between the parties. No party hereto, or their respective officers, directors, employees, or agents shall have any express or implied right or authority to assume or create any obligations on behalf of or in the name of the other party, or to bind the other party to any contract, agreement, or undertaking with any third party.

c. Governing Law. This Agreement and the rights and obligations of the parties under it shall be subject to, governed by, construed, and enforced pursuant to the laws of the State of California without giving effect to any choice of law principles. Headings are for convenience only.

d. Severability. If any provision of this Agreement is held by a court or arbitrator to be invalid or unenforceable, the remaining portions of this Agreement shall remain in full force and effect, and such court or arbitrator shall be empowered to substitute provisions similar to said provision, or other provisions, so as to provide the parties the benefits intended by said provision, to the fullest extent permitted by applicable law.

e. Arbitration. Any dispute arising in connection with the interpretation or enforcement of this Agreement shall be resolved by compulsory binding arbitration under the auspices of and in accordance with the commercial arbitration rules of JAMS in San Francisco, California before a single arbitrator to be selected by mutual agreement of the parties or, failing such agreement, by JAMS from a list of three arbitrators proposed by each side. The decision of the arbitrator will be final and not appealable. The arbitrator shall interpret and enforce this Agreement in accordance with the laws of the State of California. The arbitrator shall be empowered to award the prevailing party any remedy available in law or equity not specifically precluded by this Agreement, including without limitation injunctive or declaratory relief, and attorneys' fees and costs.

f. Other Remedies. The parties acknowledge and agree that any actual or threatened misappropriation or infringement of intellectual property or breach of the confidentiality provisions of this Agreement will cause irreparable harm for which there is no adequate remedy at law, and accordingly, in addition to any other available remedies, a party may seek to enforce its rights with respect to the protection of confidential information or intellectual property hereunder through injunctive relief in any court of competent jurisdiction. In the event that any party is required to commence an action or arbitration to interpret or enforce any of the terms of this Agreement, the prevailing party shall be entitled to an award of reasonable attorneys' fees and costs.

g. Force Majeure. Neither party shall be liable for any delay or failure to perform its obligations hereunder (except for any obligation to pay fees) resulting from any cause beyond its reasonable control, including but not limited to acts of God, terrorism, weather, fire, explosions, floods, strikes, work stoppages, slowdowns, industrial disputes, accidents, riots, civil disturbances, or acts of government.

h. Entire Agreement; Amendment. This Agreement, the online Software License Agreement, and Paradigm's Website Policies constitute the entire agreement between Client and Paradigm, superseding all prior and contemporaneous proposals, negotiations, communications and agreements, written or oral concerning the subject matter hereof. The provisions of these agreements shall be construed to give effect to all provisions therein to the greatest extent possible. In the event of any conflict between the agreements, they shall take precedence over one another in the following order, with each agreement listed taking precedence over all listed after it: this Agreement; the online Software License Agreement; and the Website Policies. This Agreement may be amended only by an instrument in writing duly approved and signed by both parties.

i. Assignment. Neither party shall assign or transfer this Agreement without the consent of the other party, which shall not be unreasonably withheld or delayed. Any assignment or transfer in violation hereof shall be null and void.

j. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their successors, assignees, and legal representatives. It creates no rights in any third parties including any individual in connection with which reimbursement is sought by Client.

k. Counterparts. This Agreement may be executed in any number of faxed, scanned, or original counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be executed by duly authorized persons to be effective as set forth herein.

PARADIGM:
PARADIGM HEALTHCARE SERVICES, LLC

By: Constance Laflamme

Print Name: Constance Laflamme

Title: Executive Director

Date: 5/23/16

Address:

Attn: Constance Laflamme

500 Sansome Street, Suite 500

San Francisco, California 94111

Phone: (415) 616-0920
Fax: (415) 616-0910

CLIENT:
SANTA ANA UNIFIED SCHOOL DISTRICT

By: _____

Print Name: Stefanie P. Phillips, Ed.D

Title: Deputy Superintendent Operations, CBO

Date: _____

Address:

Attn: Stefanie P. Phillips

1601 East Chestnut Avenue

Santa Ana, CA 92701

Phone: (714) 558 - 5821
Fax: (714) 558 - 5601

Appendix A - Fees for LEA Billing Services

	$s to Client @ 50% FMAP	Paradigm's Fees *Rate 1*	*Rate 2*
Non-Special Education Assessments			
Developmental Assessment for Occupational Therapy	*$10.40*	$1.25	$1.04
Developmental Assessment for Physical Therapy	*$11.22*	$1.35	$1.12
Developmental Assessment for Speech Therapy	*$10.20*	$1.22	$1.02
Nursing Health & Nutrition Assessment	*$9.82*	$1.18	$0.98
Health Education & Anticipatory Guidance for Credentialed School Nurse/Physician	*$9.82*	$1.18	$0.98
Health Education & Anticipatory Guidance for Mental Health	*$10.21*	$1.23	$1.02
Hearing Assessment (Screening, Pure Tone, Air Only) - Under 18 Yrs	*$7.67*	$0.92	$0.77
Hearing Assessment (Screening, Pure Tone, Air Only) - Over 18 Yrs	*$7.03*	$0.84	$0.70
Hearing Assessment (Pure Tone Audiometry, Air Only) - Under 18 Yrs	*$11.49*	$1.38	$1.15
Hearing Assessment (Pure Tone Audiometry, Air Only) - Over 18 Yrs	*$10.54*	$1.26	$1.05
Psychosocial Status Assessment	*$10.21*	$1.23	$1.02
Vision Screening	*$3.28*	$0.39	$0.33
Special Education Assessments			
Initial/Triennial Audiological Assessment	*$90.75*	$10.89	$9.07
Annual/Amended Audiological Assessment	*$68.06*	$8.17	$6.81
Initial/Triennial Nursing Health Assessment	*$68.76*	$8.25	$6.88
Annual/Amended Nursing Health Assessment	*$39.29*	$4.71	$3.93
Physician's Health & Nutrition Assessment (I, T, A, AM) - 15 Min. Increments	*$9.82*	$1.18	$0.98
Initial/Triennial Occupational Therapy Assessment	*$119.82*	$14.38	$11.98
Annual/Amended Occupational Therapy Assessment	*$83.21*	$9.99	$8.32
Initial/Triennial Physical Therapy Assessment	*$129.18*	$15.50	$12.92
Annual/Amended Physical Therapy Assessment	*$89.71*	$10.76	$8.97
Initial/Triennial Psychological Status Assessment	*$244.95*	$29.39	$24.50
Annual/Amended Psychological Status Assessment	*$81.65*	$9.80	$8.17
Psychosocial Status Assessment (I, T, A, AM) - 15 Min. Increments	*$8.96*	$1.07	$0.90
Initial/Triennial Speech-Language Assessment	*$112.17*	$13.46	$11.22
Annual/Amended Speech-Language Assessment	*$61.18*	$7.34	$6.12
Treatment Services			
Initial Audiology Treatment (15-45 Min.)	*$41.60*	$4.99	$4.16
Audiology Treatment - Additional 15 Min. Increments	*$11.34*	$1.36	$1.13
Health Aide Treatment - 15 Min. Increments	*$4.18*	$0.50	$0.42
Hearing Aid Check	*$26.47*	$3.18	$2.65
School Nursing Treatment - 15 Min. Increments	*$9.82*	$1.18	$0.98
LVN Treatments - 15 Min. Increments	*$4.96*	$0.59	$0.50
Initial Occupational Therapy (15-45 Mins.)	*$39.53*	$4.74	$3.95
Occupational Therapy - Additional 15 Min. Increments	*$10.40*	$1.25	$1.04
Initial Physical Therapy (15-45 Min.)	*$35.88*	$4.31	$3.59
Physical Therapy - Additional 15 Min. Increments	*$11.22*	$1.35	$1.12
Initial Psychology/Counseling, Individual (15-45 Min.)	*$37.59*	$4.51	$3.76
Psychology/Counseling, Individual - Additional 15 Min. Increments	*$10.21*	$1.23	$1.02
Initial Psychology/Counseling, Group (15-45 Min.)	*$8.28*	$0.99	$0.83
Psychology/Counseling, Group - Additional 15 Min. Increments	*$1.70*	$0.20	$0.17
Initial Speech Therapy, Individual (15-45 Min.)	*$33.99*	$4.08	$3.40
Speech Therapy, Individual - Additional 15 Min. Increments	*$10.20*	$1.22	$1.02
Initial Speech Therapy, Group (15-45 Min.)	*$12.47*	$1.50	$1.25
Speech Therapy, Group - Additional 15 Min. Increments	*$3.40*	$0.41	$0.34
Targeted Case Management (TCM) - High	*$8.21*	$0.99	$0.82
Targeted Case Management (TCM) - Med	*$7.20*	$0.86	$0.72
Targeted Case Management (TCM) - Low	*$6.19*	$0.74	$0.62
Transportation - One-Way Trip	*$9.27*	$1.11	$0.93
Transportation Mileage - Per Mile	*$0.65*	$0.08	$0.07

The reduced Paradigm fee schedule will apply prospectively to services approved for payment by DHCS after (and in the same Fiscal Year) a threshold is reached. The thresholds triggering a decrease in Paradigm fees are to the right.	*Rate 1* $0 to $500,000	Rate 2 Above $500,000

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Adoption of Resolution No. 15/16-3122 Authorization of Contract No. 6062 for Prekindergarten and Family Literacy Program Services for 2016-17 Program Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Keely Orlando, Coordinator, Early Childhood Education Program**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 15/16-3122 to authorize contract No. 6062 for Prekindergarten and Family Literacy Program services for the 2016-17 program year.

ITEM SUMMARY:

The Prekindergarten and Family Literacy Program Support Contract funds must be used to promote and support the interactive literacy activities for children and families

RATIONALE:

The Prekindergarten and Family Literacy Program Support Contract funds must be used to promote and support the interactive literacy activities for children and families, enrolled in the Prekindergarten and Family Literacy Program portion of the California State Preschool. Funds will be used to purchase family literacy materials and related student supplies for classrooms at Heninger and Wilson elementary schools.

LCAP Goal 3: All students and staff will work in a healthy, safe and secure environment that supports learning.

FUNDING:

California Department of Education/Early Education and Support Division: $20,000

RECOMMENDATION:

Adopt Resolution No. 15/16-3122 to authorize contract No. 6062 for Prekindergarten and Family Literacy Program services for the 2016-17 program year.

MR:KO:ez

RESOLUTION No. 15/16-3122

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction and subsequent amendments with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2016–17.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number CPKS-6062 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
David Haglund, Ed.D.	Deputy Superintendent	
Stefanie P. Phillips, Ed.D.	Deputy Superintendent	

PASSED AND ADOPTED THIS 28th day of June 2016, by the Governing Board of Santa Ana Unified School District of Orange County, in the State of California.

I, Valerie Amezcua, Clerk of the Governing Board of Santa Ana Unified School District, of Orange, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) (Date)

CCC-37

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	*Federal ID Number*
Santa Ana Unified School District	95-6002823
By (Authorized Signature)	
Printed Name and Title of Person Signing Stefanie P. Phillips, Ed.D., CBO, Deputy Superintendent, Operations	
Date Executed 6/28/16	*Executed in the County of* Orange

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;
2) the person's or organization's policy of maintaining a drug-free workplace;
3) any available counseling, rehabilitation and employee assistance programs; and,
4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,
2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES $50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set

forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over $100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive

payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be*:* (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all

contractors that are not another state agency or other governmental entity.

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 16 - 17

DATE: July 01, 2016

CONTRACT NUMBER: CPKS-6062
PROGRAM TYPE: PREKINDERGARTEN AND FAMILY LITERACY PROG
PROJECT NUMBER: 30-6667-00-6

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA ANA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the GENERAL TERMS AND CONDITIONS (GTC-610)*; the PROGRAM REQUIREMENTS FOR THE PREKINDERGARTEN AND FAMILY LITERACY PROGRAM*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. The total amount payable pursuant to this Agreement shall not exceed $20,000.00.

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at http://cde.ca.gov/fg/aa/cd/ftc2016.asp

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING: Sueshil Chandra, Manager	PRINTED NAME AND TITLE OF PERSON SIGNING: Stefanie P. Phillips, Ed.D., CBO
TITLE: Contracts, Purchasing and Conference Services	ADDRESS: 1601 E Chestnut Ave., Santa Ana CA 92701

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 20,000	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0	(OPTIONAL USE) 0656 24859-6667				
TOTAL AMOUNT ENCUMBERED TO DATE: $ 20,000	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2016	FISCAL YEAR 2016-2017	
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6052 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Amendment to the Standard Research Agreement between the University of Southern California and Santa Ana Unified School District**

ITEM: **Consent**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Camille Boden, Executive Director, Risk Management**

BACKGROUND INFORMATION:

ITEM SUMMARY:

- Amendment to allow for distribution of SAUSD/USC developed software to ASCIP member school districts.

In June 2014, the District received grant funds from Alliance of Schools for Cooperative Insurance Programs (ASCIP) to develop an interactive training program for threat assessment in collaboration with the University of Southern California's Institute for Creative Technologies (USC ICT). The Simulation for Threat Assessment Training (STAT) program trains school personnel on performing Threat Assessment interviews and allows staff to practice communication skills in a controlled environment.

RATIONALE:

The purpose of this agenda item is to seek Board approval of an amendment to the Standard Research Agreement with the University of Southern California (USC). This amendment will allow for the distribution of the Simulation for Threat Assessment Training program to member school districts in ASCIP.

Section 11.1 Right to Negotiate Exclusive License is amended to add the following:

11.5 Non-Exclusive Royalty Free Research License. USC will grant and hereby grants ASCIP and Sponsor a non-exclusive, worldwide, non-sublicensable, royalty-free license to USC's interest in USC Project Intellectual Property and Joint Project Intellectual property for Sponsor's and ASCIP to use internally and distribute only to Member Organizations, provided that such license expressly excludes the right to (i) distribute to anyone other than a Member Organization, or (ii) otherwise commercialize such USC Project Intellectual Property and Joint Project Intellectual Property without prior written approval from USC.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not applicable

RECOMMENDATION:

Approve the Amendment to the Standard Research Agreement between the University of Southern California and Santa Ana Unified School District.

SP:cb:mm

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Amend Agreement with WRiTE BRAiN for Period of June 29 through July 31, 2016**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Jennifer Cisneros, Director, Extended Learning Programs**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to amend the agreement with WRiTE BRAiN for the period of June 29 through July 31, 2016. This agreement was originally approved at the March 22, 2016 Board meeting.

ITEM SUMMARY:

In an effort to eliminate waiting list for the Engage 360° summer program and provide access to all students and families interested, 1,000 additional students were enrolled in the summer program

RATIONALE:

Educational Services intended to serve 3,000 students in the Engage 360° summer program. In an effort to eliminate the waiting list for the Engage 360° summer program and provide access to all students and families interested, 1,000 additional students were enrolled in the summer program. The original agreement with WRiTE BRAiN was to serve only 3,000 students.

LCAP Goal 1.10: Support extended learning opportunities for low income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.

LCAP Goal 1.12: Provide EL student services including, but not limited to, newcomers programs and summer English Language Development (ELD) academy. Provide Long-term English Learner (LTEL) teacher training.

FUNDING:

Title 1 Core Set Aside Funds: $35,440

RECOMMENDATION:

Authorize administration to amend the agreement with WRiTE BRAiN for the period of June 29 through July 31, 2016.

MR:JC:ez

SAUSD Purchase Quote

1,000 Students **without** printed hardcover group books

WRiTE BRAiN ALL-INCLUSIVE PUBLISHED AUTHORS PACKAGE 80
After School

(includes all WBB high-quality materials for 80 students, hardcopies of facilitator guides for desired grade levels, access to downloadable/printable PDFs of facilitator guides and ALL PUBLISHED student individually authored books)

Original Price Per Student w/o hardcover books: $50.97
SAUSD Discount Price Per Student w/o hardcoverbooks: $33.26

Quantity: 1,000 Students
Total: $33,260

WRiTE BRAiN Flat Rate Shipping
Price: $2,180
($2.18 per student for shipping of all students' individual published books)

Grand Total: $35,440
(CA Sales Tax added to Final Invoice)

WRiTE BRAiN WORLD
554 North Larchmont Blvd
Los Angeles, California, 90004
855.WB.WORLD
info@WriteBrainWorld.com

Prepared for Jennifer Cisneros
Jennifer.Cisneros@SAUSD.US

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Amend Award Contract for After-School Enrichment Program Provider Services for Period of July 1, 2016 through June 30, 2018**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D. Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Jennifer Cisneros, Director, Extended Learning Programs**
Jonathan Geiszler, Director, Purchasing Department

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to amend the award contract for the after-school enrichment program provider services for the period of July 1, 2016 through June 30, 2018. This contract was originally approved at the July 28, 2015 Board meeting.

ITEM SUMMARY:

- This expansion will require enrichment providers to hire an additional staff member for the enrichment services.
- SAUSD increased two additional school days for the 2016-17 school year

RATIONALE:

The Santa Ana Unified School District received the After School Education and Safety (ASES) grant funding to operate an after school program at the Advance Learning Academy for 112 students. This expansion will require enrichment providers to hire an additional staff member for the enrichment services rendered from July 1, 2016 through June 30, 2018. Additionally, SAUSD increased two additional school days for the 2016-17 school year. This change will require enrichment providers to provide services for the additional program days.

LCAP Goal 1.10: Support extended learning opportunities for low income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.

FUNDING:

After School Education and Safety (ASES) Grant Funds: $162,171

After School Enrichment Services		
	Community Provider	**Final Proposed Budget**
1	Active Learning	$32,962
2	Boys & Girls Clubs of Santa Ana	$32,919
3	Discovery Cube	$28,442
4	Jose Hernandez Mariachi Academy	$2,619
5	OC Children's' Therapeutic Arts Center	$31,075
6	Toyama Karate-Do	$34,154
	Total	**$162,171**

RECOMMENDATION:

Authorize administration to amend the award contract for the after-school enrichment program provider services for the period of July 1, 2016 through June 30, 2018.

MR:JC:JG:ez

Amendment # 1

Contract between Active Learning and Santa Ana Unified School District for After-School Enrichment Services, original Board approval June 9, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Active Learning** 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 to amend the contract approved 6/9/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $523,069 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

Amendment # 1

Contract between Boys and Girls Club of Santa Ana and Santa Ana Unified School District for After-School Enrichment Services, original Board approval June 9, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Boys and Girls Club of Santa Ana** 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 to amend the contract approved 6/9/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $506,279 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

Amendment # 1

Contract between Discovery Cube and Santa Ana Unified School District for After-School Enrichment Services, original Board approval May 26, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Discovery Cube** 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 to amend the contract approved 5/26/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $628,126 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

Amendment # 1

Contract between Jose Hernandez Mariachi Academy and Santa Ana Unified School District for After-School Enrichment Services, original Board approval May 26, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Jose Hernandez Mariachi Academy** 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 to amend the contract approved 5/26/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $301,095 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

Amendment # 1

Contract between Orange County Children's Therapeutic Arts Center and Santa Ana Unified School District for After-School Enrichment Services, original Board approval July 28, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Orange County Children's Therapeutic Arts Center** 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 to amend the contract approved 7/28/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $475,068 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

Amendment # 1

Contract between Toyama Karate-Do and Santa Ana Unified School District for After-School Enrichment Services, original Board approval May 26, 2015, revised June 28, 2016.

This **AMENDMENT** is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as **"DISTRICT"** and **Toyama Karate-Do** 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 to amend the contract approved 5/26/2015 as follows:

1. **CONSULTANT**: Continue to provide current services as well as services for an additional 112 students and 2 additional school days per year.

2. **Term**. CONSULTANT shall commence providing services under this amended AGREEMENT on 7/1/2016 and will diligently perform as required and complete performance by 6/30/2018.

3. **Compensation**. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AMENDED AGREEMENT at total fee not to exceed $522,064 yearly.

DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

All other terms of the initial AGREEMENT shall remain unchanged.

This AMENDED AGREEMENT is entered into this **29th Day of June 2016.**

DISTRICT:

By: _____

Signature

Tina Douglas

Printed Name

Assistant Superintendent, Business Services

Title

6/28/2016

Board Approval Date

CONSULTANT:

By: _____

Signature

_____

Printed Name

_____

Title

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement between Disciplina Positiva and Valley High School for September 22 through December 15, 2016**

ITEM: **Consent**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement between Disciplina Positiva and Valley High School for September 22 through December 15, 2016. This agreement will provide parent training sessions on utilizing positive-discipline strategies to support their teen's academic and social achievement.

ITEM SUMMARY:

- Program starts September 22-December 15, 2016
- Total Cost: $8,000
- 1st year using Disciplina Positiva
- 40-50 parents participate in these six-week workshops

RATIONALE:

Disciplina Positiva will provide two six-week workshops: Phase I "Adolescence: Stages of Challenges and Rebellion" and Phase II "Chores and Responsibilities." These sessions will provide experiential activities that will help parents face the challenges that they experience with their high schoolers on a daily basis such as: homework, rebellion, peer pressure, gangs, new technology, drugs, etc. Parents will learn parenting tools that will help them know what to do to take control of their teens, learn how to discipline their teens with firmness and kindness at the same time, leaving behind blame, shame, punishment, and everything that hurts and degrades a teen's self-esteem and belonging.

The result of this agreement with Disciplina Positiva and Valley High School will be that students will be motivated to pursue higher education by having great coaches on their side (parents) who will help them be positive citizens in our society.

This agreement supports LCAP goal 3.2: "Support learning opportunities for all stakeholders such as, but not limited to, providing family events, i.e. Open House and Back to School Nights," and LCAP goal 3.7: "Establish parenting programs that support student success by working with community partners and organizations and other family services (e.g., parent trainings, links to community social service resources, parenting workshops), expand the use of school-based parent and community liaisons, expanding structured recess at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare."

FUNDING:

School Improvement Grant (SIG): $8,000

RECOMMENDATION:

Approve the agreement between Disciplina Positiva and Valley High School for September 22 through December 15, 2016.

LP:sz

Disciplina Positiva
"Educando con Amor, Dignidad y Respeto"

800 S Harbor Blvd. #230
Anaheim, CA 92805
714.284.0884 Office
714.345.7029 Cell
714.991.7244 Fax

Proposal Letter

DATE: **April 20, 2016**

TO: **Valley High School**
1801 S. Greenville St, Santa Ana, CA 92704

FROM: **Disciplina Positiva, Inc**

SUBJECT: PROPOSAL AGREEMENT BETWEEN **SANTA ANA UNIFIED SCHOOL DISTRICT** AND DISCIPLINA POSITIVA FOR TWO (2) PARENTING WORKSHOPS.

Workshop 1: **Positive Discipline Phase I: POSITIVE DISCIPLINE WORKSHOP DESIGNED FOR PARENTS WITH PRE-ADOLESCENTS AND ADOLESCENTS.** Workshop will be held on **THURSDAYS** in **SPANISH** from **9:00AM – 11:00AM** starting **SEPTEMBER 22, 2016** ending **OCTOBER 27, 2016.**

Workshop 2: **Positive Discipline Phase 2: CHORES & RESPOSIBILITIES.** Workshop will be held on **THURSDAYS** in **SPANISH** from **9:00AM – 11:00AM** starting **NOVEMBER 3, 2016** ending **DECEMBER 15, 2016.**

Facilitator: **Tony Orozco**: Graduated from Santa Ana College with an AA Degree in Liberal Arts. Is also a graduate from California State University of Fullerton with a BS in Human Services with an emphasis in Counseling. He is a public speaker, educator, and trainer. He is certified as a Life Coach approved by the International Coaching Federation. He is certified by Positive Discipline Association as a Parent Educator, Trainer, and Classroom Educator.

Rationale Phase1: Disciplina Positiva Phase 1: Positive Discipline Workshop Designed For Parents With Pre-Adolescents And Adolescents: "Adolescence: Stages of Challenges and Rebellion". Each workshop will be a two hour parent training session that will take place once per week over a six-week period. Parents will learn through a series of experiential activities that will help them face the challenges that they experience with children on a daily basis such as: homework, rebellion, peer pressure, gangs, new technology, drugs, etc. Parents will learn parenting tools that will help them know what to do to take control of their children, learn how to discipline their children with firmness and kindness at the same time, leaving behind: blame, shame, punishment, and everything that hurts and degrades their child's self-esteem and belonging. As a result, children will be motivated to pursue a higher education by having great

coaches on their side (parents) who will help them be positive citizens in this society.

Rationale Phase 2: Disciplina Positiva Phase 2: Chores & Responsibilities. Each workshop will be a two hour parent training session that will take place once per week over a six-week period. Parents will learn through a series of experiential activities that will help them face the challenges that they are experiencing with responsibilities at home and at schools. Parents will learn parenting tools that will help them connect to their children first, through family meetings, individual outings, routines, and problems resolutions. Our goal is to have more responsible children at home by training their parents, so teachers will have better results in their homework by getting it done on time and all the time. As a result, children will improve their self-esteem by getting good grades and be more motivated to pursue a higher education by having great coaches on their side (parents) who will teach them the benefits of chores and responsibilities.

Cost: Not to exceed **$8,000.00** to be paid from **Santa Ana Unified School District** for the six-week workshop.

Prepared by: Disciplina Positiva, Inc

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement between Education Northwest and Valley High School for Period of August 1 through November 30, 2016**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement between Education Northwest and Valley High School for the period of August 1 through November 30, 2016.

ITEM SUMMARY:

- Agreement Starts: August 1, 2016
- Agreement Ends: November 30, 2016
- Education Northwest will provide guided exploration of the ELD standards through analysis of a modeled unit per class

RATIONALE:

Education Northwest will provide guided exploration of the English Language Development (ELD) standards through analysis of a modeled unit, an overview of the major shifts related to curriculum, instruction, differentiation, and assessment. Education Northwest will provide two day trainings to Valley High School Literacy Team, applying a framework for each session that will serve as guide rails for engaging teacher participants.

LCAP Goal 2.8: Provide professional development for teachers in implementations of the new State standards and technology integration strategies.

FUNDING:

Site Funds: $11,600

RECOMMENDATION:

Approve the agreement between Education Northwest and Valley High School for the period of August 1 through November 30, 2016.

MR:ez

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and (**Education Northwest, 101 SW Main, Ste. 500, Portland, OR 92704)** hereinafter referred to as "CONTRACTOR."

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

Education Northwest will provide guided exploration of the English Language Development (ELD) standards through analysis of a modeled unit, an overview of the major shifts related to curriculum, instruction, differentiation, and assessment. Education Northwest will provide two day trainings to Valley High School Literacy Team, applying a framework for each session that will serve as guide rails for engaging teacher participants.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **8/1/2016** and will diligently perform as required and complete performance by **11/30/2016.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Eleven Thousand Six Hundred Dollars ($11,600). DISTRICT shall pay CONTRACTOR according to the following terms and

conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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.
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Education Northwest**
1601 E. Chestnut Ave	**101 SW Main, Ste. 500**
Santa Ana, CA 92701	**Portland, OR 97204**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Education Northwest Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

Contemporary Shifts in Teaching and Learning for English Learners – *professional learning for Valley High School ELD teachers*

education northwest
CREATING STRONG SCHOOLS & COMMUNITIES

Prepared for Mr. Rob Walshe
Valley High School, Santa Ana, California
March 28, 2016

Overview

Education Northwest (EdNW) is a nonprofit organization based in Portland, Oregon, with a mission to improve learning by building capacity in schools, families, and communities through applied research and development. Each year, we provide more than 5,000 teachers, administrators, school staff, nonprofit leaders, and volunteers with professional learning to enhance their ability to help all learners succeed. Our specialized services come in the form of professional learning, consulting and technical assistance, applied research and evaluation, and e-learning. We develop and deliver a wide variety of professional learning and TA products, resources, and services in areas such as Common Core State Standards (CCSS) implementation in both ELA and mathematics. We have a proven track record of helping clients improve their systems in areas including curriculum adoption, lesson and unit development, multi-tiered systems of support, 6+1 Trait® Writing Model of Instruction & Assessment, mathematics and science, school improvement, and meeting the academic needs of English learners.

Building from a recent visit to Valley High School between Tim Blackburn and Mr. Rob Walshe, this proposal defines consultation and professional learning services. At the request of Mr. Walshe, Education Northwest has developed a proposal defining one half day of consultation services and two days of on-site professional learning at Valley High School.

Education Northwest will model a contemporary instructional approach consistent with the theoretical framework underneath California's English Language Development Standards. The designers of California's ELD Standards understood the cognitive and linguistic complexity of the Common Core State Standards. As such, they noted that "language and interaction play a central role in mediating both linguistic and cognitive development, and learning occurs through social interaction that is carefully structured to intellectually and linguistically challenge learners while also providing appropriate levels of support." (CA Department of Education, 2012, p. 4) With this emphasis on interaction and exchange of rigorous ideas, it follows that English learner students need careful supports to succeed in more demanding course work.

In their 2015 text, *English Language Learners and the New Standards*, Heritage, Walqui, and Linquanti refer to this significant shift in thinking as *apprenticeship*. Effectively, English learner students must build their readiness over time with the precise language, content understanding, and analytical practices (cognition) of each discipline of study – a concept critical for school success in high school. English learner students require the just-right support that only adept teachers know how to design and place as scaffolds to academic success.

Blending elements of book study with modeled instructional scaffolds and online content, Education Northwest will design and facilitate professional learning within the context of key pedagogical shifts inherent in California's ELD Standards. Guided by contemporary reformulations of practice (Valdés, Kibler, Walqui, 2014), and the *Learning Forward* standards of professional learning, Education Northwest's workshops illustrate these practices in motion.

Phase 1: Project Consultation

Timeline – August 9th and 10th, 2016

Phase 1 of this work is a consultation visit to meet with Mr. Walshe and plan the details of the Phase 2 workshops. To save on travel costs, this meeting will be added to a future visit in support of the Valley High School Literacy Team. During this consultation visit, Tim Blackburn and Rob Walshe will meet to plan the details of the on-site PD to be delivered to Valley's English Language Development (ELD) teachers in fall, 2016. Tim Blackburn and Mr. Walshe will coordinate the consultation visit with Valley's Literacy Team.

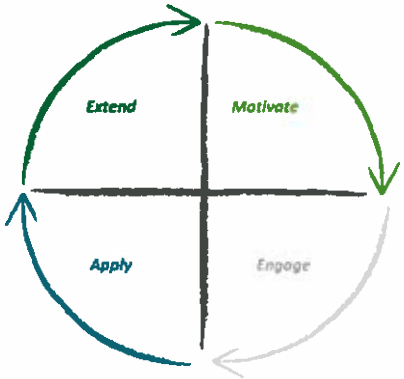
Structure

- Two half (1/2) day of consultation services with Mr. Walshe
- Ongoing communication via phone and email
- Background work to produce and edit documents; locate, vet, and organize resources

Phase 2: Facilitated Workshop Sessions

Timeline – Late Summer – Early Fall, 2016

Education Northwest applies a framework for each workshop session that serves as guide rails for engaging teacher participants. Tim Blackburn will model effective standards-aligned practices as participants proceed through key workshop themes. Over the course of the workshop, participants apply the previously presented concepts to their own class contexts.



Each session's content will ***motivate*** participants with a compelling call to action, followed by an ***engage*** section that presents new information through hands-on practice. Participants then ***apply*** this learning through hands on practice in collaborative settings that embrace the California ELD Standard's focus on student interaction. Later, participants ***extend*** their learning by connecting the concepts they learned to their classrooms through collaborative planning.

Each session integrates a number of significant pedagogical shifts described in *English Language Learners and the New Standards* (Heritage, Walqui, & Linquanti, 2015). While each of the ten shifts represent major reformulations of practice, the shifts outlined in the table below represent significant changes to curriculum, instruction, scaffolding and differentiation, and assessment practices.

Five High Leverage Pedagogical Shifts for English Language Learners	
From	**To**
Seeing Language acquisition as an individual process	*Understanding it as a social process of apprenticeship*
Establishing separate objectives for language and content learning	*Establishing objectives that integrate language and content learning*
Engaging in activities that preteach content	*Engaging in activities that scaffold students' development and autonomy as learners*
Using Lessons focused on individual ideas or texts	*Using clusters of lessons centered on texts that are interconnected by purpose or by theme*
Using tests designed by others	*Using formative assessment*
Heritage, M., Walqui, A., Linquanti, R. (2015) *English Language Learners and the New Standards.* Cambridge. Harvard Education Press.(Pg. 24)	

Project Objectives

The workshop sessions will achieve the following outcomes:

- **Day One**
  - Analyze and interpret significant shifts in teaching and learning for English learners.
  - Based on careful task analysis, participants will walk through a modeled unit aligned to contemporary shifts in pedagogy and the California ELD Standards.
- **Day Two**
  - Participants will collaboratively create scaffolds tailored to a student's proficiencies in language, content, and analytical practices.
  - Connect the shifts and the California ELD Standards to daily instruction by designing interdisciplinary supports that students need to negotiate rigorous content, language, and analytical practices.

Recognizing the challenge of procuring substitute teachers for consecutive days of professional learning, Education Northwest has prepared an additional option that would spread out these professional learning experiences over a span of several weeks. Each option would achieve the objectives outlined above; however, there are advantages and disadvantages for each. Completing the workshops on consecutive days will reduce the travel costs associated with the project; however, it may be difficult to secure substitute teachers on consecutive days. While option two is more costly, teachers will benefit from having time to implement the lessons learned from the first day's work prior to attending the second session. These options are presented in the table below.

Structure

- Two (2) days of facilitated workshop sessions (either on consecutive days or non-consecutive visits)
- Ongoing communication via phone and email
- Background work to produce and edit documents; locate, vet, and organize resources

Project Costs

Option 1 (Consecutive days on site)	~~$10,000~~
Option 2 (Non-consecutive visits)	$11,600

Project costs can be adjusted based on the scope of work and delivery methods.

Responsibilities

Client Responsibilities

- Designate a point(s) of contact for project coordination
- Coordinate meeting logistics for each workshop session (i.e., connect with Valley colleagues, secure release time, secure meeting space)
- Communicate with the EdNW staff to facilitate scheduling and other logistics
- Provide work space and infrastructure (i.e., LCD projector, computers for the Implementation Team) at Education Service Cooperatives

EdNW Responsibilities

- Dedicate one EdNW Senior Advisor consultant for each facilitated work session
- Create two (2) full days of workshop content – the content live online as a product for Valley's ELD staff
- Provide up to 4 hours of phone, email, and webinar,
- Locate, vet, and organize resources and literature from external sources to inform the process

Project Management and Communication

For each of these phases, Tim Blackburn will serve as project lead. He will be in direct communication with Mr. Rob Walshe or his designee.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement between Lift Up America for Ambassadors of Compassion R.I.S.E. and L.I.F.E. Programs and Santa Ana Unified School District for June 29, 2016 through June 30, 2017**

ITEM: **Consent**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement between Lift up America for Ambassadors of Compassion R.I.S.E. and L.I.F.E. programs and the Santa Ana Unified School District for June 29, 2016 through June 30, 2017.

ITEM SUMMARY:

- Program starts June 29, 2016 through June 30, 2017
- 1st year using Lift Up America for Ambassadors

RATIONALE:

Lift Up America has reached out to the Santa Ana Unified School District to provide Ambassadors of Compassion R.I.S.E. (Responsibility, Initiative, Service, Expectations) for intermediate students and L.I.F.E. (Labor, Influence, Forgiveness, Experiences) for high school students leadership programs. These programs consist of a 12-week, research-based curriculum, to support at-risk students for the fall semester of the 2016-17 school year. Four schools: Century High School, Lathrop, MacArthur Fundamental, and Villa Fundamental intermediate schools have expressed an interest and have agreed to host the program to support their students. The program costs will be supported by donations provided through Lift Up America.

Students will be selected by school sites to participate in these special programs to meet weekly with an Ambassador of Compassion mentor and site personnel. At the end of the R.I.S.E. and L.I.F.E. programs students will be invited to attend a celebration of their success.

If we determine the programs to be successful for our students, it will provide another link to a community partnership, and other schools may choose to offer the program in the following semester.

This agreement supports LCAP goal 1.3: "Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes," and LCAP goal 3.5: "Ensure access for low-income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training,

expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food, intramural sports, and other wellness programs."

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the agreement between Lift Up America for Ambassadors of Compassion R.I.S.E. and L.I.F.E. programs and the Santa Ana Unified School District for June 29, 2016 through June 30, 2017.

LP:sz

School Partnership Agreement

For the Ambassadors of Compassion R.I.S.E. and L.I.F.E. Programs

This document, dated June 28, 2016, confirms the mutual understanding and agreement by and between **Lift Up America** ("LUA"), a Texas nonprofit corporation and tax exempt 501(c)(3) education and humanitarian organization with its principal business address at 27525 Puerta Real, Ste. 100-421, Mission Viejo, CA 92691, and Santa Ana Unified School District, (the "District" or "School").

The Ambassadors of Compassion ("AOC") Program is a character development and youth leadership program and curriculum, produced, published, managed, and owned by LUA (hereinafter the "Program") that empowers youth by equipping them to succeed as they take responsibility for their own life and serve the needs of their community. Both the R.I.S.E. and L.I.F.E. Programs consist of a 12-session student journal and take approximately 17 weeks to administer when the students meet once per week for an hour or so. This includes a week for each of the following – the 12 journal sessions, the Kickoff Event, pre Resiliency Assessment, post Resiliency Assessment, a wrap-up session to discuss the Calls to Action from Session 12, and an Honor Event for those students who complete the Program. Combining sessions such as scheduling both the Kickoff and pre Resiliency Assessment, or the post Resiliency Assessment and the Honor Event, or two journal sessions into a single week, or any other schedule that best fits the needs of the school, can shorten the 17 weeks. Either Program can be scheduled to work well in a summer school setting, or the length of the Programs can be significantly extended and customized to cover the scheduling needs of any group.

Terms, Conditions, and Responsibilities

Lift Up America and the District or School agree to the following:

1. **Term & Termination:**

   This Agreement shall begin the day and year first written above and shall terminate on the following date, or at the end of the second year: June 30, 2017.

2. **Responsibilities of LUA:**

   LUA will provide either the R.I.S.E. or L.I.F.E. Program to the District or School, which includes a personal student journal for each participating student, Kickoff Event video, instructions for an Honor Event, a pre and post Resiliency Assessment, student videos, online teaching materials for

Team Coaches, access to online training videos, student diploma templates, and other tools and materials developed by LUA for the Program, collectively referred to as the "Materials."

3. **Responsibilities of the District or School**: During the term of the Agreement, the District or School agrees to the following:

   a. Cooperation with LUA fundraising efforts. The District or School understands that the full cost of the AOC Program is $120.00 per student participant and that LUA has undertaken to raise needed funds to cover the cost of the Program through its own fundraising efforts with donors and corporations who believe in the value and efficacy of the AOC Program training in schools. Therefore, the District or School will lend its support and community connections, and help provide LUA access to potential local funding sources, wherever possible and appropriate under District or School policy. The District or School recognizes that the total value of the AOC training will be significantly increased by the degree of local community and stakeholder buy-in.
   b. Review of the Program. The District or School has reviewed the curriculum and agrees that it is appropriate for its students.
   c. Lift Up America will provide the District or School access to a pre and post Resiliency Assessment. This assessment provides a statistically sound and researched-based approach to help schools understand the strengths that are related to the long-term resiliency of youth. The District or School has the option as to whether or not they choose to administer this assessment. It is the District or the School's sole responsibility to determine the legality of administering this assessment to its students and whether or not parent permission is required as per District or School policy. The school principal will have access to the student aggregated data and the ability to create multiple reports. The District or School's participation in the Resiliency Assessment will not affect the cost of the program.
   d. The actions and behavior of the Team Coaches, whether they be teachers, other school staff, or volunteers from the community, come under the normal District or School supervision, selection, and vetting process and are not the responsibility of LUA. LUA is not responsible for the actions of any Team Coach.
   e. Provide signed student permission slips for all off-campus (if any) AOC events. District or School agrees that all AOC functions, including the Kickoff and Honor Events and the group and individual service projects, are all District or School functions. All AOC events and activities fall under District or School liability and shall be covered by the District's or School's insurance.
   f. Provide all transportation for the student participants to and from any off-campus AOC events, if any, including any off-campus community service projects.
   g. During the term of this Agreement, the District or School and its staff and volunteers (the "District/School Representatives") may be in contact with or directly working with proprietary information regarding both LUA and its AOC Program(s) that is important to LUA and its competitive position. All information provided by LUA to the District or School shall at all times remain the property of LUA, and any such information concerning the systems, finances, methods, unpublished trade secrets, or any other information not generally known to the public by the action or consent of LUA, must and shall be maintained in strict confidence and

may not be used at any time or in any manner in any work the undersigned District or School or any District or School Representative may do or will do in the future with other educational institutions or businesses that provide educational materials for schools or other organizations, except by the express written consent of LUA.

h. Program feedback. The school principal and teachers will provide feedback and stories of transformation regarding the Program via a short LUA-produced online survey.

4. **Mutual Indemnification and Hold Harmless**: LUA shall indemnify and hold the District or School and its respective directors, officers, and employees harmless from and against any and all liabilities, losses, damages, costs, and expenses which the District or School and its respective directors, officers, and employees may hereafter suffer arising out of or resulting from LUA or its representatives' negligence or willful misconduct. LUA shall not be liable to the extent that liability, loss, damage, cost, or expense described in this section 4 results from an act of negligence or willful misconduct by the District or School or its directors, officers, or employees. The District or School shall indemnify and hold LUA harmless for any liability for 1) actions of Team Coaches and training personnel approved and selected by the District or School; and/or 2) any liability arising out of the transportation of student participants.

5. **Limits of Use**: The District or School and its respective directors, officers, and employees agree that all Materials provided to it by LUA are limited to use for only the specific Program and period agreed to at the time of engagement and that the District or School or its employees, officers, directors, staff, volunteers, or agents do not acquire any intellectual property rights or license under this Agreement. The District or School shall not use the Materials for any purpose other than those purposes expressly allowed by this Agreement, and shall not transfer the Materials to any other person or entity. In no case shall the District, School, its staff, or volunteers be allowed to copy or reproduce any AOC student journals or materials for future use without payment and the expressed written permission of Lift Up America.

6. **Other Terms and Mutual Responsibilities**:

   a. Select Program (R.I.S.E., L.I.F.E., or both Programs): Both Programs
   b. Start date of initial Program: September 1, 2016
   c. Program to take place at the following school(s):

Century	Lathrop
MacArthur	Villa
Other sites to be determined	

d. The individuals executing this document warrant that they are duly authorized to enter into this Agreement on behalf of their respective organization.
e. This Agreement will not be legally binding on the Parties until executed by them or their authorized representatives and upon approval by the District or School as required by the District's or School's rules and governance policies.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the day and year first above written:

Lift Up America:

Name: _____

Signature: _____

Title: _____

Signer's Phone: _____

School District or School:

Name: Stefanie P. Phillips, Ed.D.

Signature: Deputy Superintendent

Signer's Phone: (714) 558-5826

District or School Address: Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322

Address for Shipping Student Journals and Related Items:

Name of Person: Heidi Cisneros

Phone: (714) 433-3484

Shipping Address: Pupil Support Services
1629 South Center Street
Santa Ana, CA 92704

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Achieve3000 for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Achieve3000, formerly known as Smarty Ants, Inc., for the 2016-17 school year.

ITEM SUMMARY:

- Contract Starts: July 1, 2016
- Contract Ends: June 30, 2017
- Smarty Ants, an Achieve3000 program, is an instructional reading software program for K-2 students. There will be 9,955 students served at 27 elementary schools

RATIONALE:

Smarty Ants, an Achieve3000 program, is an instructional reading software program for K-2 students. The program records and analyzes each student's behavior and captures the data to create a personalized learning path that best fit each student's learning needs. Smarty Ants provides over 90 unique learning paths to guide emergent readers from developing phonological awareness to mastering phonics and sight-word fluency. Implementation of Smarty Ants began in the 2014-15 school year. This program will be implemented for 9,955 students in 27 elementary schools for the 2016-17 school year, as decided by individual sites.

LCAP Goal 2.3: Ensure resources to schools to support extracurricular programs for students, instructional materials, and other programs and supplies to enhance student outcomes.

FUNDING:

Various Site Funds: $135,000

RECOMMENDATION:

Approve the agreement with Achieve3000, formerly known as Smarty Ants, Inc., for the 2016-17 school year.

MR:ez

District Name : Santa Ana Unified School Dist

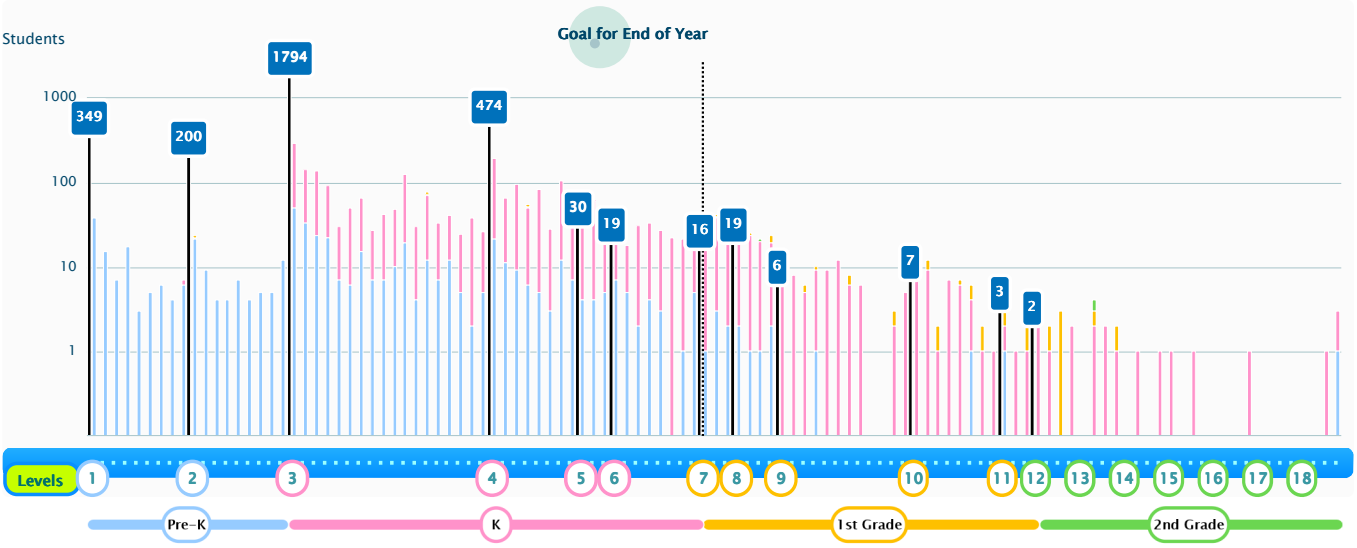
Colored lines show the Weekly Progress

Initial Assessment and Weekly Progress

Year 2015 **Report Type** Progress Report **Department** District **Grade** Kindergarten

2919 Students Assessed

Week Week 41/48 08/30/15 - 06/12/16



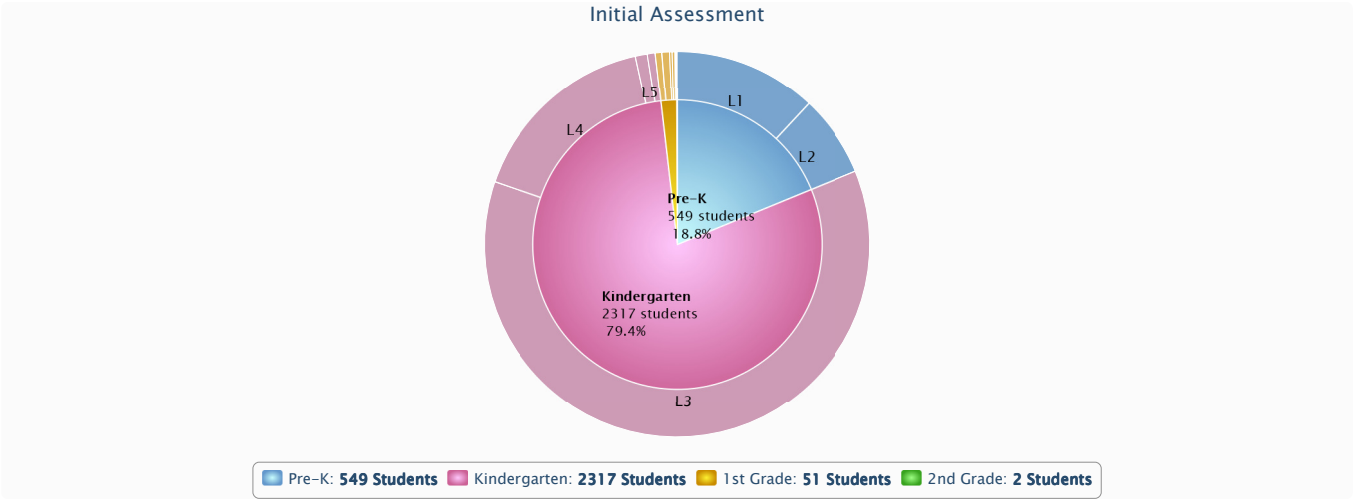
Initial Assessment Click on lines for detailed view

Pre-K Assessed to Pre-K

Kindergarten Assessed to Kindergarten

First Grade Assessed to First Grade

Second Grade Assessed to Second Grade



District Name : Santa Ana Unified School Dist

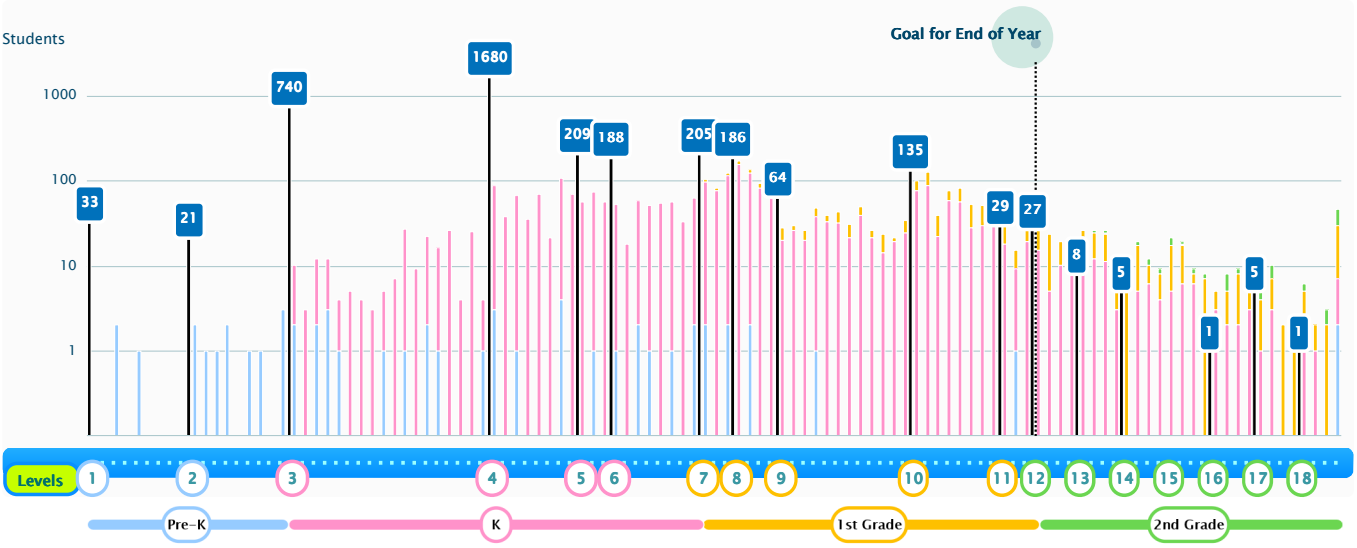
Colored lines show the Weekly Progress

Initial Assessment and Weekly Progress

Year 2015 **Report Type** Progress Report **Department** District **Grade** 1st Grade

3537 Students Assessed

Week Week 41/48 08/30/15 - 06/12/16



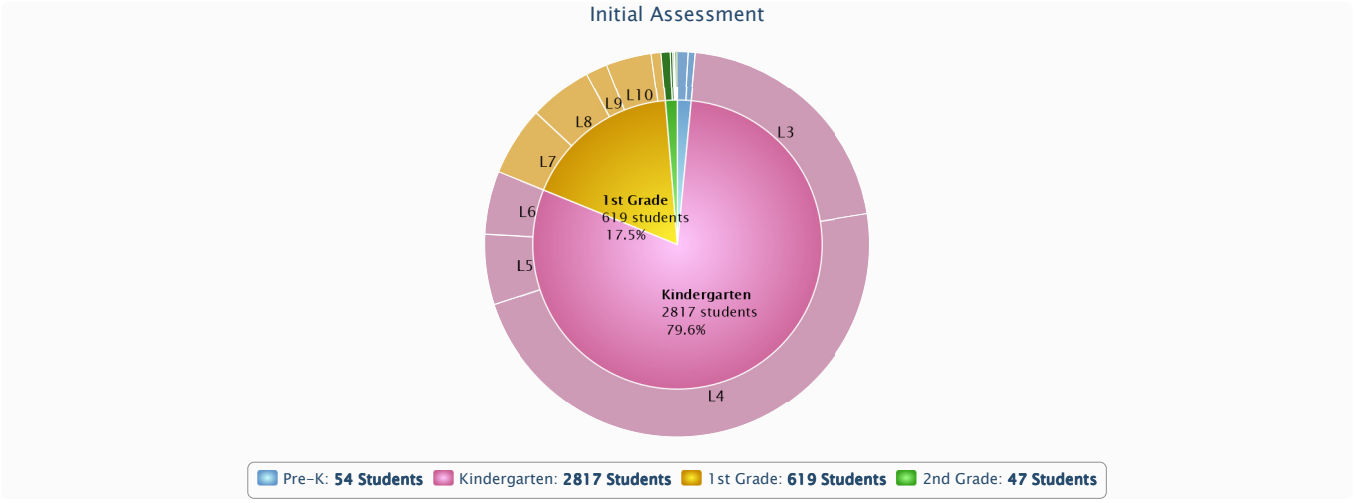
Initial Assessment Click on lines for detailed view

Pre-K Assessed to Pre-K

Kindergarten Assessed to Kindergarten

First Grade Assessed to First Grade

Second Grade Assessed to Second Grade



District Name : Santa Ana Unified School Dist

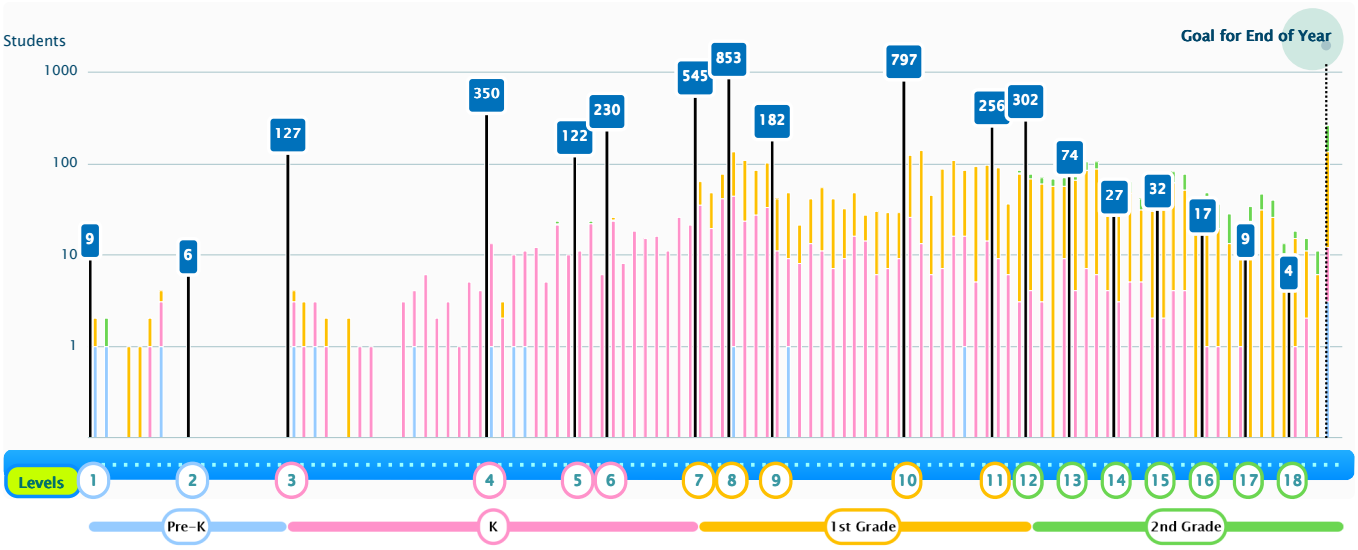
Colored lines show the Weekly Progress

Initial Assessment and Weekly Progress

Year 2015 **Report Type** Progress Report **Department** District **Grade** 2nd Grade

3942 Students Assessed

Week Week 41/48 08/30/15 - 06/12/16



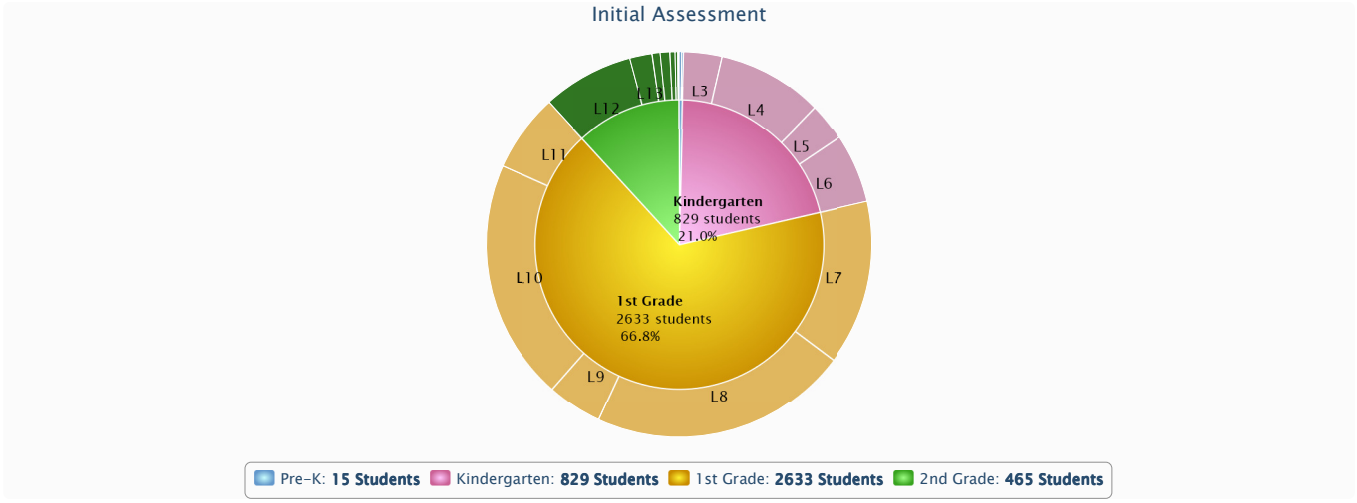
Initial Assessment Click on lines for detailed view

Pre-K Assessed to Pre-K

Kindergarten Assessed to Kindergarten

First Grade Assessed to First Grade

Second Grade Assessed to Second Grade



ACHIEVE3000® believe | The Leader in Differentiated Instruction

Proposal
Presented by Achieve3000 to
SANTA ANA UNIFIED SCHOOL DISTRICT
MAY 25, 2016

A Partnership Proposal for Santa Ana Unified School District

Smarty Ants, an Achieve3000® program, is pleased to provide a proposal for Santa Ana USD. Developed by renowned reading experts Dr. David Pearson, Dr. Robert Calfee, Dr. Mia Callahan, and Smarty Ants founder Mike Wood, the cloud-based reading program teaches foundational literacy skills to children in prekindergarten through second grade.

The path to college and career literacy begins with **Smarty Ants®**, an effective, research-driven solution that differentiates instruction in foundational reading skills and accelerates student achievement – all in an engaging, interactive, online learning environment. Based on a student's exact skill level, learning temperament, and learning pace, Smarty Ants' adaptive content system automatically delivers the right level of skill instruction and practice to keep learners in the zone of proximal development. At the same time, the program's systematic and spiraled scope and sequence builds the phonemic awareness, phonics, fluency, vocabulary, and comprehension skills students need to become confident, capable readers, ready for the challenges of second grade and beyond.

Smarty Ants won the SIIA CODiE Award for Best Education Game or Simulation in 2012.

Differentiated Instruction for PreK-2

Smarty Ants provides over ninety unique learning paths to guide emergent readers from developing phonological awareness to mastering phonics and sight-word fluency. With continuous monitoring of skill development and adaptive content, the program creates a personalized learning experience for every student and guarantees that all students are engaged within their zone of proximal development.

Motivation is optimized in the activity-based environment where each student chooses how to learn each skill, encouraging learners to spend more time on task for even greater reading gains. No two students will approach the content or process in the same manner, but they all will reach the same critical milestones for primary-grade literacy success and emerge as confident, capable readers ready for the challenges of second grade and beyond.

- **Learning is accelerated:** As students explore Smarty Ants®, the program logs and analyzes their choices, activities, and accomplishments to deliver a personalized learning path that keeps them motivated and moving forward on the road to reading success. Students receive truly differentiated instruction and content that accelerates their learning.

- **Motivation is optimized:** Smarty Ants® is a research-based reading program packaged in a proven, play-based learning system. It combines foundational skills instruction, independent practice, and embedded assessment to help students master the foundations of reading through engaging games, activities, and materials. With thousands of rewards to unlock, dozens of mini-games to try, challenges tailored to player's behavior, and a unique, customizable avatar for every child, it's easy to keep students motivated!

- **Reading Skills, Mastered:** Students don't just learn about phonemic awareness and phonics – they master these foundational reading skills through Smarty Ant's complete scope and sequence. From letter identification and the alphabetic principal to structural analysis and comprehension skills, Smarty Ants transforms emergent readers into independent readers.

- **Anytime, Anywhere Access:** Students can use Smarty Ants at school or at home, on desktops or on mobile devices. Since their progress is saved to the cloud, they can always pick up exactly where they left off, even during the summer!

- **Your Partner in Early Literacy:** Smarty Ants includes a detailed and complete dashboard stocked with real-time student data. Teachers, principals, and district leaders can easily access student responses, comprehensive progress reports, information about areas that require intervention, and ample resources to reteach or reinforce skills. Reports are available at the group level for quick overviews of student achievement, or educators can zoom in at the individual level to pinpoint specific

Research Base

Literacy is a strong form of currency in our society. It affords economic and social access, as well as personal satisfaction. Today's information-centered economy places rising literacy demands on students, many of whom are struggling to meet these demands. The National Assessment of Educational Progress (NAEP) estimates that two thirds of fourth graders are below the proficient level in reading tasks. Research by the National Institute of Child Health and Human Development (NICHD) indicates that approximately 20 percent of students encounter significant difficulties in learning to read. Reading disorders are the most common cause of underachievement and academic failure in the United States. According to the former Chief of the Child Development and Behavior Branch of NICHD, "The educational and public health consequences of this level of reading failure are dire" (Lyon, 2003).

Research has shown that the most effective way to address this problem is early intervention for all readers—in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. The comprehensive Smarty Ants program addresses all of these areas in its eleven-level curriculum that includes learning letter names and letter sounds, word building, identifying rhyming words, word recognition, vocabulary building, and story building.

See attachments:

- *Research to Practice: Developing and Sustaining Foundational Literacy with Smarty Ants*
- *Program Research Base*

Implementation and Professional Learning Services:

The effective use of Smarty Ants is critical to the success of the initiative. Our Professional Learning Services (PLS) offerings are designed to ensure that the capacity of the district and school leadership and teaching staff is built and appropriately supported so that long-term achievement can be sustained.

Our PLS offerings also offer maximum flexibility, with teacher sessions delivered in a number of modalities:

- **Onsite and Online Workshops:** Designed to equip educators with best practices to support effective implementation of Achieve3000 solutions.
- **Consulting Sessions:** Tailored to meet individual or small-group needs.
- **On-Demand:** in-depth, on-demand professional learning content built right into the Teacher Dashboard. Teachers have full, complimentary access to a robust professional learning library - available anytime and anywhere - organized around the stages of implementation throughout the year. This comprehensive collection of resources is ideal for quickly jumpstarting Smarty Ants implementations and deepening professional learning for Smarty Ants teachers.

ACHIEVE3000 believe

The Leader in Differentiated Instruction

2016-2017 Pricing Proposal

Subscription Period: July 1, 2016 through June 30, 2017				
Item #	**Product**	**Cost**	**Qty**	**Total**
2016-SMRTY	Achieve3000®s Smarty Ants®: Access for subscription term for unlimited students at each site to Smarty Ants, Parent Dashboard for every family, TeacherDashboard access for classroom educators, and Admin Dashboard access for school and district leaders. Includes one day onsite Professional Learning Services, year-round implementation and data support, and on-demand resources.	$5,000 per site	27	$135,000
Subtotal:				$135,000
ORDER TOTAL:				$135,000

Participating Schools
Advanced Learning Academy
Carl Harvey Elementary
Carver Elementary
Davis Elementary
Garfield Elementary
Heninger Elementary
Heroes Elementary
Hoover Elementary
Jackson Elementary
Jefferson Elementary
Kennedy Elementary
Lincoln Elementary
Lowell Elementary
Madison Elementary
Manuel Esqueda Elementary
Martin Elementary
Monroe Elementary
Monte Vista Elementary
Muir Fundamental
Pio Pico Elementary
Roosevelt Elementary
Santiago Elementary
Taft Elementary
Thorpe Elementary
Walker Elementary
Washington Elementary
Greenville Fundamental

Acceptance

	Achieve3000
Account Name	
Signature	*Signature*
Name, Title	*Name, Title*
Date	*Date*

The Complete Signed Quote and Purchase Orders can be sent to:
Achieve3000
1985 Cedar Bridge Ave., Suite 3
Lakewood, NJ 08701
Fax: 316-221-0718
Email: orders@achieve3000.com

This quote is governed by and subject to the Achieve3000 terms and conditions at www.achieve3000.com/terms. By signing this quote, you are agreeing to such terms and conditions.

Program Research Base: Meeting Individual Needs

The range of reading abilities in many classrooms is broad. Some students learn to read with relative ease; others struggle with reading for a variety of reasons. Meeting individual needs is one of the greatest challenges teachers face. According to Stahl (1997), "Part of teaching children with reading problems is convincing them that they can learn to read, despite their experience to the contrary."

The SmartyAnts Reading World program presents a unique opportunity to remediate early reading deficits through scaffolded, responsive instruction. The use of a computer program tailored to the specific learning needs of a student is an unobtrusive, nonjudgmental, and potentially high-impact way of providing individualized reading instruction. Dehaene (2009) has suggested that computer programs are an ideal platform for differentiated instruction because they are able to generate thousands of training situations that can adapt to each student.

From the start, the SmartyAnts Reading World program addresses individual needs in an interactive assessment at the Pool. This assures that students begin the program at their appropriate learning levels.

In SmartyAnts Reading World, students have a personal Coach who stays with them throughout all the activities, explicitly giving instruction and encouragement in an engaging way and corrective feedback in a kind, supportive way. The Coach carefully explains every concept and strategy, each building on the next as many times as needed for a student to successfully progress through the reading levels.

Students get multisensory support in the immersive SmartyAnts Reading World environment. For example, they get oral teaching, directions, and encouragement from their Coach. They get visual support through pictures and video images as they play a variety of learning games and build phonics-based books. Sounds, words, and texts are presented multiple times. The sense of touch is incorporated through the use of a computer mouse or its equivalent.

Program Research Base: English Language Learners

According to the National Center for Education Statistics (2011), "the number of school-age children who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009." For students who speak and read English with difficulty, a short window of opportunity exists for early intervention during childhood to prevent later language and reading delays, according to Verhoeven (2011).

The scaffolded, responsive, and engaging instruction of SmartyAnts Reading World can remediate difficulties that English language learners face when in the classroom for the first time. Education research consistently supports this type of instruction for English language learners, as noted by Gersten and Geva (2003) and Goldenberg (2008).

By offering individualized practice for English language learners, SmartyAnts Reading World accommodates a variety of learning styles in task-based and problem-solving activities. Instruction is adjusted to meet each student's needs at different language proficiency levels as they develop phonemic awareness, sound-symbol correspondence, word-recognition, and comprehension skills. The instructions have been translated into multiple languages including Spanish, Mandarin, Korean, and Bhasa.

The SmartyAnts Reading World program provides multisensory support, which enriches second-language learning. The program offers numerous learning opportunities and activities in which students can engage their visual, auditory, and tactile senses. All the SmartyAnts Reading World vocabulary words are presented with visual cues.

Computerized instruction has the advantage of providing English language learners with immediate feedback. The SmartyAnts Reading World program is student-centered and promotes student autonomy. Differentiated instruction means that students work at their own pace on lessons adapted to their performance and with continuous assessment. Scaffolding techniques include repetition of key points and frequent checks for understanding. The program offers English language learners a nonthreatening environment in which to practice their skills. Students can correct errors on their own, without anxiety or embarrassment. Using SmartyAnts Reading World technology with English language learners is highly motivating because it makes learning engaging and fun.

Program Research Base: The Learning Continuum

A strong program of early reading instruction such as SmartyAnts Reading World nurtures students through the learning process and provides them with skills for success. The program offers explicit, guided instruction appropriate to each student's developmental level, along with individualized monitoring and tracking.

The curriculum and instruction within SmartyAnts Reading World proceeds in an orderly, logical manner. At each level of learning, students have a sense of what they are doing, why they are doing it, and how they are progressing.

The goal of the SmartyAnts Reading World program is to help students learn the skills necessary to read for information and for enjoyment. According to Stahl (1992), "The purpose of phonics instruction is not that children learn to sound out words. The purpose is that they learn to recognize words quickly and automatically, so that they can turn their attention to comprehension of text."

As students progress through SmartyAnts Reading World, they receive systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Each lesson is paced with one or more target skills. The program takes students from the earliest recognition of letters and letter sounds, to early inference in reading comprehension. This models suggestions in a report of the National Institute of Child Health and Human Development (2000): to target first the phonemes and phonics in a literacy-rich environment while introducing salient vocabulary and basic reading comprehension throughout the program.

SmartyAnts Reading World provides the following progression of exposure and mastery:

Phonemic Awareness
Instruction is contextualized in reading passages. The sequence is largely based on ease of learning and on the usefulness of the phonemes, as suggested by Nettles (2006). Sounds such as /m/, /s/, /h/ are taught before sounds such as /j/, /z/, /qu/. Vowels are taught in conjunction with CVC words with similar ending patterns and, because of their difficulty, are included in at least four lessons alongside other skills.

SmartyAnts Reading World targets the full range of phonemic-awareness components, including isolation, identity, categorization, blending, and segmentation and substitution. Students learn to identify letters with the sounds they make in isolation and to blend and segment those sounds in words. Through activities such as Rhyme Time, they substitute phonemes to create new rhyming words.

Phonics
SmartyAnts Reading World teaches phonics in relationship to decodable stories created and read in each lesson. Components of the reading necessary for each story are learned both in isolation from and in conjunction with the text, with practice always keyed to the text. The general goal of phonics instruction is to teach students a strategy for determining unknown words in text. With this goal in mind, SmartyAnts Reading World focuses on having students read words and connected text, rather than having them learn rules or perform tasks that have little relationship to reading.

As Nettles (2006) has indicated, using rimes in early literacy instruction improves decoding accuracy. The SmartyAnts Reading World program builds on the importance of using rimes in the lessons.

Research has shown that highly decodable text should not be the only type of text used with young children (Cunningham & Cunningham, 2002). SmartyAnts Reading World also uses a combination of highly decodable texts and more difficult texts during the Story Game Show activity.

Vocabulary and Reading Comprehension
SmartyAnts Reading World incorporates sight word vocabulary and basic reading comprehension skills throughout the lessons. The first 25 words students learn compose about a third of all printed material; the first 100 about half of all printed material; and the first 300 about two thirds. When students have finished reading all the stories they create in the SmartyAnts Reading World program, they will have learned many of the sight words and commonly used words needed to read most printed texts.

In the Story Game Show activity, students practice answering questions that at first require recall and identification of story facts and that later focus on sequence and some aspects of characterization.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Advancement Via Individual Determination Center for AVID College Readiness System Services for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Advancement Via Individual Determination (AVID) Center for the AVID College Readiness System Services for the 2016-17 school year.
This agreement will provide memberships, materials use, data, and professional development to elementary and secondary schools.

ITEM SUMMARY:

- Agreement Starts: July 1, 2016
- Agreement Ends: June 30, 2017
- The AVID College Readiness System uses research-based strategies and curriculum that develop students' critical thinking, literacy, and math skills across all content areas to help prepare every student for college.

RATIONALE:

At the April 28, 2015 Board meeting, the Board approved the agreement with AVID Center with the goal of increasing academic success for elementary and secondary students. The AVID College Readiness System consists of AVID Elementary currently implemented at eight sites, with 13 additional sites next year, AVID Secondary currently implemented at 17 sites, with two additional sites next year, 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 teacher using AVID strategies as school-wide implementation.

The AVID College Readiness System uses research-based strategies and curriculum that develop students' critical thinking, literacy, and math skills across all content areas to help prepare every student for college. The following will be provided by the AVID Center:

- AVID Materials: Any materials, in any median, printed or electronic, as a resource for implementation of AVID Elementary and AVID Secondary.

- AVID Membership: Providing support from AVID Center, Data Reports, and access to resources
- AVID Methodologies: Those methodologies that, when combined, form the core of AVID Elementary and AVID Secondary
- AVID Professional Development: Provide access to AVID Summer Institute and AVID Regional Path Trainings

LCAP Goal 1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and building the AVID.

FUNDING:

LCAP/LCFF (District and Sites) Funds: $173,820

RECOMMENDATION:

Approve the agreement with Advancement Via Individual Determination (AVID) Center for the AVID College Readiness System Services for the 2016-17 school year.

MR:ez

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	Robyn Grand
John Geiszler	E-mail: rgrand@avid.org
1601 E. Chestnut Avenue	
Santa Ana, CA 92701	

Summary

Total Amount:	**$173,820.00**	Quote ID:	QUO-06005-X1F8T7
Shipping Method:	FedEx	Date:	3/21/2016
Payment Terms:	Net 30		
Number of SI:	72	Number of Elementary Libraries:	16
Number of Memberships:	41	Number of Middle Libraries:	1
Number of AVID Weekly:	18	Number of High Libraries:	

Details

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Advanced Learning Academy Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Kim Garcia 335 East Walnut Ave., Santa Ana, CA 92701 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Advanced Learning Academy Program Level: Elementary	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Carr Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Century High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Diamond Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Denise Bertrand 1450 South Center Street, Santa Ana, CA 92704 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Edison Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Jane Mitchell 2063 Orange Ave., Santa Ana, CA 92707 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Edison Elementary Program Level: Elementary	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Esqueda Elementary Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Fremont Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Maricela Roque 1930 West 10th Street, Santa Ana, CA 92703 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Garfield Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Kasey Klappenback 850 Brown St., Santa Ana, CA 92701 Delivery Date: 7/5/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Godinez Fundamental High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Greenville Fundamental Elementary School Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Heroes Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Diana Torres 1111W. Civic Center Dr., Santa Ana, CA 92703 Delivery Date: 8/1/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Jackson Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Marisela Longacre 1143 South Nakoma Drive, Santa Ana, CA 92704 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Jefferson Elementary Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Kennedy Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Steve Kotsubo 1300 East McFadden Ave., Santa Ana, CA 92705 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Lathrop Intermediate Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Lincoln Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Edna Velado 425 South Sullivan Street, Santa Ana, CA 92704 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Lorin Griset Academy Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: MacArthur Fundamental Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Martin Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Peter Richardson 939 West Wilshire Ave., Santa Ana, CA 92707 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: McFadden Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Mendez Fundamental Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Middle College High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Monroe Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Betty Tamara-Rios 417 E. Central Ave., Santa Ana, CA 92707 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Monte Vista Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Meg Greene 2116 Monta Vista Ave., Santa Ana, CA 92704	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Muir Fundamental Elementary School Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Pio Pico Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Robert Anguiano 931 West Highland Street, Santa Ana, CA 92703 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Pio Pico Elementary Program Level: Elementary	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Romero-Cruz Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Erica Graves 1512 W. Santa Ana Boulevard, Santa Ana, CA 92703 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Saddleback High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Santa Ana High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Santiago Elementary School Program Level: Secondary/Elementary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	C KITELEM	Elementary Curriculum Set Ship To: Norris Perez 2212 N. Baker St., Santa Ana, CA 92706 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP COMBO	AVID Membership Fees Combo Sites	1.00	$2,850.00	$2,850.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Santiago Elementary School Program Level: Secondary/Elementary	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00
Site: Segerstrom High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Sierra Preparatory Academy Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	C 1500RN	Middle School Library Set Delivery Date: 8/1/2016	1.00	$4,370.00	$4,370.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	8.00	$725.00	$5,800.00
Site: Spurgeon Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Taft Elementary Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Thorpe Fundamental Elementary School Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Valley High School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: Villa Fundamental Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Walker Elementary Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Washington Elementary School Program Level: Elementary	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
Site: Willard Intermediate School Program Level: Secondary	AVID WEEKLY	AVID Weekly Subscription	1.00	$425.00	$425.00
	MEMBERSHIP SECONDARY	AVID Membership Fees	1.00	$2,325.00	$2,325.00
Site: Wilson Elementary Program Level: Elementary	C KITELEM	Elementary Curriculum Set Ship To: Ligia Hallstrom 1317 North Baker Street, Santa Ana, CA 92706 Delivery Date: 7/11/2016	1.00	$775.00	$775.00
	MEMBERSHIP ELEMENTARY	AVID Membership Fees Elementary School	1.00	$2,325.00	$2,325.00
	Summer Institute Registration	AVID Summer Institute Registration Fee	4.00	$725.00	$2,900.00

Pre Freight Amount	$172,470.00
Total Tax	$0.00
Freight Amount	$1,350.00
Total	**$173,820.00**

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.

Client Signature

Title

Date

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 of 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 (as indicated in parentheses). 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 School 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.

1.10 AVID District Director: District leaders that coordinate the implementation of AVID Secondary and/or AVID Elementary at AVID Member Sites within their school system according to the AVID Methodologies. If Client implements AVID Elementary and/or AVID Secondary at any of its AVID Member Sites, then Client agrees to maintain, at its expense, at least one AVID District Director who will enroll in and complete, or have previously completed, the series of AVID District Leadership (ADL) trainings (as described in the corresponding Exhibit).

Article II. Period of Agreement

2.1 Term: The Term ("Term") of this Agreement shall be July 1, 2016 to June 30, 2017 unless earlier terminated as provided herein.

Article III. Licenses and 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 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.

(g) 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 an 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 may be 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 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: ll 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, shall be sent to the designated representatives of the parties at the addresses set forth 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 Non-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 the AVID College Readiness System Services and Products Agreement for AVID District Leadership Training

As per AVID District Leadership (or "ADL") Training being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID District Leadership Training ("AVID District Leadership 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 Training

1.1 ADLTraining: AVID provides AVID District Leadership (ADL) Training as part of the ADL fee. ADL Training sessions are designed to prepare and support the AVID District Director. The five 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 for listings). The District Director is to maintain a portfolio and additionally participate in online and web-hosted meetings coordinated by AVID Center. ADL Training is for district-level personnel responsible for start-up and quality assurance of the AVID College Readiness System as described above. ADL includes small-group trainings 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 Training Schedule is split into two years as follows:

	Training Level	Time
Year 1:	Summer Institute/Session 1	3 days, summer
	Session 2	3 days, fall
	Session 3	3 days, spring
Year 2:	Summer Institute/Session 4	3 days, summer
	Session 5	3 days, fall

1.2 Summer Institute: The District Director leads the district's AVID site team facilitation at the AVID Summer Institute. The District Director may attend any additional Summer Institutes other than when they attend for Sessions 1 and 4 as part of their ongoing training; therefore, any such Summer Institute registration fee for the District Director is included in the total ADL price.

1.3 Materials: After attending ADL Session 1, the District Director will be provided with a sample set of all Elementary, 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 and divisional/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, 2016 to June 30, 2017 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 are in stock, 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. AVID Center will send curriculum via standard ground delivery service. Any request by the Client to expedite shipping will be at the expense of the Client and subject to availability of the item(s) ordered.

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2016 to June 30, 2017 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 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 at AVID Summer Institute and through the AVID District Leadership Training;
- Coaching and implementation guidance during coaching visits;
- AVID Center technical assistance for the District Director;
- Coordination with Client's District Director 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 journal 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. 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, 2016 to June 30, 2017 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 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 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 Curriculum

As per Middle School Library or High School Library being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Curriculum ("AVID Secondary 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 Secondary Curriculum

1.1 AVID Curriculum Library: The AVID teachers and students benefit from the classroom strategies and activities provided in the AVID Curriculum Library. Each type of Curriculum Library—Middle School or High School—consists of a set of AVID publications and materials.

1.2 Curriculum Library: Client agrees to purchase at least one (1) complete AVID Curriculum Library for each AVID Member Site implementing the Secondary program listed on the Quote prior to each AVID Member Site's initial implementation of AVID. AVID Curriculum Library prices are set forth on the Quote. Client shall be entitled to use AVID Secondary libraries only at the AVID Member Sites listed on the Quote with a Program Name that includes "Secondary" and for which the materials were originally purchased. AVID libraries are non-transferable. Client and its individual AVID Member Sites agree to ensure that each AVID classroom has adequate AVID curriculum materials. The use of the AVID Curriculum Libraries, which are 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 are in stock, 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. AVID Center will send curriculum via standard ground delivery service. Any request by the Client to expedite shipping will be at the expense of the Client and subject to availability of the item(s) ordered.

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2016 to June 30, 2017 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 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 programs—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 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 through 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 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;
- 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 Client's potential new AVID middle school and high school sites.

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. 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, 2016 to June 30, 2017 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 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
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Advancement Via Individual Determination Center for AVID Excel Program Participation for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Advancement Via Individual Determination (AVID) Center for the AVID Excel program participation for the 2016-17 school year.

ITEM SUMMARY:

- Agreement Starts: July 1, 2016
- Agreement Ends: June 30, 2017
- The AVID Excel program will be implemented at McFadden, Mendez Fundamental, Spurgeon, and Villa intermediate schools.

RATIONALE:

The AVID Excel is a middle school program designed to increase the college readiness of designated English Language Learner (ELL) students. The goal of AVID Excel program is to interrupt students' path to long-term ELL status, accelerate their academic language acquisition, and place them in AVID and college preparatory coursework.

This program will be implemented at McFadden, Mendez Fundamental, Spurgeon, and Villa Fundamental intermediate schools. The program was piloted at Villa Fundamental and Spurgeon intermediate schools during the 2015-16 school year.

LCAP Goal 1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and building the AVID.

LCAP Goal 1.12: Provide EL student services including, but not limited to newcomers programs and summer English Language Development (ELD) academy. Provide long term English Learner teacher training.

FUNDING:

LCFF Supplemental/Concentration Funds: $11,700.02

RECOMMENDATION:

Approve the agreement with Advancement Via Individual Determination (AVID) Center for the AVID Excel program participation for the 2016-17 school year.

MR:ez

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	Sara Holbert
John Geiszler	E-mail: sholbert@avid.org
1601 E. Chestnut Avenue	
Santa Ana, CA 92701	

Summary

Total Amount:	**$11,700.02**	Quote ID:	QUO-06968-K5Q6Z6
Shipping Method:	FedEx	Date:	5/23/2016
Payment Terms:	Net 30		
Number of SI:		Number of Elementary Libraries:	
Number of Memberships:		Number of Middle Libraries:	
Number of AVID Weekly:		Number of High Libraries:	

Details

Site	Product ID	Product	Quantity	Price	Sub Total
Site:					
	EXCEL PROFESSIONAL LEARNING	AVID EXCEL District Virtual Professional Learning	1.00	$1,100.00	$1,100.00
	EXCEL SITE VISITATION	AVID EXCEL Site and District Visitation Days	2.00	$2,400.00	$4,800.00

Site	Product ID	Product	Quantity	Price	Sub Total
Site: McFadden Intermediate School Program Level: Secondary	C AEXSET	AVID Excel Curriculum Library Set Ship To: Terri Verhaegen 1601 E. Chestnut Avenue, Santa Ana, CA 92701 USA	4.00	$272.73	$1,090.92
	EXCEL BENEFIT PACKAGE	AVID EXCEL Benefit Package	1.00	$850.00	$850.00
Site: Mendez Fundamental Intermediate School Program Level: Secondary	C AEXSET	AVID Excel Curriculum Library Set Ship To: Terri Verhaegen 1601 E. Chestnut Avenue, Santa Ana, CA 92701 USA	4.00	$272.73	$1,090.92
	EXCEL BENEFIT PACKAGE	AVID EXCEL Benefit Package	1.00	$850.00	$850.00
Site: Spurgeon Intermediate School Program Level: Secondary	EXCEL BENEFIT PACKAGE	AVID EXCEL Benefit Package	1.00	$850.00	$850.00
Site: Villa Fundamental Intermediate School Program Level: Secondary	EXCEL BENEFIT PACKAGE	AVID EXCEL Benefit Package	1.00	$850.00	$850.00

Pre Freight Amount	$11,481.84
Total Tax	$0.00
Freight Amount	$218.18
Total	**$11,700.02**

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.

Client Signature

Title

Date

Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Excel

As per AVID Excel being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Excel ("AVID Excel 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 Excel Participation

1.1 AVID Excel: AVID Excel is a middle school program designed to increase the college readiness of designated English Language Learner students. The goal of AVID Excel is to interrupt students' path to long-term ELL status, accelerate their academic language acquisition, and place them in AVID and college preparatory coursework.

1.2 AVID Excel Participation: By signing the Quote and paying the associated Participation Fee for each participating site and a one-time curriculum fee per site, Client and their school sites listed in the Quote will be considered AVID Excel "Participant(s)." Participation runs concurrently with the Term of this Agreement.

1.3 AVID College Readiness System and Materials: Participation entitles Client to implement AVID Excel only at the Participant school sites listed in the Quote and to use the licensed AVID trademarks, copyrights and other intellectual property strictly for the Client's AVID Excel participation pursuant to the provisions of this Agreement.

1.4 AVID Center Support: AVID Center agrees to provide support to Client through AVID Center's national and/or divisional offices. Participation includes support from AVID Center's national office in the following ways:

- Access to resources, including but not limited to: recruiting documents, coaching materials, and training modules,
- Access to updates of curriculum and other resources,
- Access to phone, email, web conference support tailored to AVID Excel,
- Coordination with Client to collect, report, and analyze data from Participant schools,
- Access to ongoing AVID Excel development through various professional learning sessions and workshops,
- Permission/license to use the AVID Trademarks and other intellectual property as described in the AVID Standard Terms and Conditions,
- Electronic newsletters and access to the resources available through the password-protected MyAVID area of AVID Center's website.

1.5 Licensing Benefits: Participation includes a license to use the AVID Trademarks to promote Client's implementation of AVID Excel, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials at the school sites listed as Participants (sites purchasing Participation fee) in the Quote for educational purposes relating to AVID, all pursuant to the provisions of this Agreement. Licensing runs concurrently with the Term of this Exhibit.

1.6 Annual Participation/License Fee: Client agrees to pay AVID Center an annual Participation fee for each Participant site according to the pricing schedule set forth in the Quote.

Article II. Period of Agreement

2.1 Term: The Term of this exhibit shall be July 1, 2016 to June 30, 2017

Article III. Client Responsibilities

3.1 AVID Methods: Client agrees to implement AVID Excel 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 sites' compliance with this Agreement.

3.2 Student Selection: Client agrees to select students for AVID's Excel in accordance with the selection criteria established in the AVID Excel recruiting process. Student Selection criteria may be modified and/or updated by AVID from time to time at AVID's sole discretion.

3.3 AVID Excel District Leader: In order to disseminate AVID effectively and to build a strong district AVID Excel program, AVID Center coordinates professional learning and networking with district leaders known as AVID Excel District Leaders. The primary role of the AVID Excel District Leader is to coordinate support for AVID Excel within Client's School System. These individuals accept responsibility for ensuring the implementation of the AVID Excel program components according to the AVID Methodologies and for facilitating the development of site conditions that ensure effective AVID Excel participation. The AVID Excel District Leader is required to be present at both the Professional Learning/Site Visitation Days for Years 1 and 2. Client agrees to maintain, at its expense, at least one district-level AVID Excel District Leader.

3.4 District Virtual Professional Learning: Client agrees to purchase and attend virtual professional learning in the district's first and second year of participation. Each year, Client's Participant sites attend approximately 5 hours of virtual professional learning. District Virtual Professional Learning is available for content-area teachers who teach AVID Excel students.

3.5 District On-Site Professional Learning/Site Visitation Days: Client agrees to purchase and participate in two (2) Professional Learning/Site Visitation Days in each of the district's first and second year of participation. A representative from AVID Excel will observe participating classrooms and meet with the building administrators, the AVID Excel District Leader, and AVID Excel teachers to discuss progress and provide support needed by the site and the AVID Excel District Leader.

3.6 Summer Institute: Client agrees to register and attend an AVID Summer Institute in the first year of participation for the AVID Excel District Leader in addition to a site team with a minimum of (6) six members per Participant site. The site team will include AVID Excel teachers, building administrator(s), AVID Excel content area teacher, and others such as the English language learner site/district coordinator or counselors. In Years 2 and 3 of participation, the AVID Excel District Leader is required to attend in addition to a site team with a minimum of two (2) members, including the AVID Excel site administrator and AVID Excel teacher, unless there are multiple AVID Excel teachers, in which case all must attend.

3.7 AVID Excel Curriculum Set(s): Client agrees to purchase at least four (4) complete AVID Excel Curriculum Sets for each site in their initial year of participation of AVID Excel and one (1) complete AVID Excel Curriculum Set for the district office. Participant sites in their second year and beyond will continue to have access to the AVID Excel Curriculum materials electronically throughout their participation. AVID Excel Curriculum Set prices are set forth in the Quote. Client shall be entitled to use AVID Excel Curriculum Sets only at the specific school sites listed in the Quote for which the materials were originally purchased. AVID Excel Curriculum Sets are non-transferable. Client and its individual AVID school sites agree to ensure that each AVID Excel classroom has adequate AVID curriculum materials. The use of the AVID Excel Curriculum Sets, which are part of the AVID Materials, will also be subject to the provisions of the AVID Standard Terms and Conditions.

3.8 Curriculum Shipment: AVID Center will ship AVID Excel curriculum libraries upon full execution of the Quote, once materials are in stock, 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". The Client confirms that this date reflects the best time for receipt of shipment. Client should allow one week 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. 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. AVID Center will send curriculum via standard ground delivery service. Any request by the Client to expedite shipping will be at the expense of the Client and subject to availability of the item(s) ordered.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Consortium On Reaching Excellence in Education, Inc. for 2016-17 School Year for Century High School**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Consortium on Reaching Excellence in Education, Inc. (CORE) for the 2016-17 school year for Century High School.

ITEM SUMMARY:

- Contract Starts: August 1, 2016
- Contract Ends: June 30, 2017
- CORE provide six days of onsite support to Century High School

RATIONALE:

CORE will provide six days, one per month, of onsite support for Century High School. CORE will provide the following focused services:

- Time with administrators, orientation, and review of literacy practices. Review and look at site's literacy plan and feedback
- Assist school leadership, during walk throughs, to know what to look for and to be able to support ELA teachers as they work with at risk readers. This will include ensuring English learners are receiving appropriate support.

LCAP Goal 2.1: Ensure Access to the CORE instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff.

FUNDING:

Title II Funds: $18,510

RECOMMENDATION:

Approve the agreement with Consortium on Reaching Excellence in Education, Inc. (CORE) for the 2016-17 school year for Century High School.

MR:ez

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Consortium On Reaching Excellence in Education (CORE), 1107 9th Street, Suite 500, Sacramento, CA 95814** hereinafter referred to as "CONTRACTOR."

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

CORE will provide six days, one per month, of onsite support for Century High School. CORE will provide the following focused services:

- Time with administrators, orientation, and review of literacy practices. Review and look at site's literacy plan and feedback
- Assist school leadership, during walk throughs, to know what to look for and to be able to support ELA teachers as they work with at risk readers. This will include ensuring English learners are receiving appropriate support.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **8/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Eighteen Thousand Five Hundred Ten Dollars** (**$18,510**). DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with

this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims

of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**CORE Districts**
1601 E. Chestnut Ave	**1107 9th Street, Suite 500**
Santa Ana, CA 92701	**Sacramento, CA 95814**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. CORE Scope of Work #R16-021

b. CORE Agreement for Services

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	Rick Miller
Printed Name	Printed Name
Assistant Superintendent, Business Services	Executive Director
Title	Title
6/28/2016	47-3207203
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

AGREEMENT FOR SERVICES

This Agreement for Services, effective May 23rd, 2016 is between Consortium on Reaching Excellence in Education, Inc.® (herein refered to as "CORE") and Santa Ana USD, (hereto refered to as "Client") with the following terms and conditions:

1. The term of the Project is from August 1st, 2016 through June 30th, 2017.

2. CORE will conduct the scope of work defined in CORE Scope of Work No. R16-021 Exhibit A**,** for a price of $18,510.00. This price includes all labor and associated expenses including travel, supplies, and subcontracting expenses. If the Client requests that CORE perform services other than the services specified in CORE's Scope of Work No. R16-021 or that CORE perform such services in a manner other than as specified therein, or if Client asks that CORE **make changes to any of the scheduled training dates less than 30 days in advance of the date**, CORE will agree to such requests only upon the express written agreement to pay to CORE additional fees, and to pay additional costs and expenses, if any, resulting from CORE's compliance with such request. Paragraph 8 below sets forth the additional fees, costs, and expenses for such changes.

3. Cost and schedule commitments contained in CORE's Scope of Work shall be subject to re-negotiation in the event of unreasonable delays caused by the Client or for delays caused by unpredictable occurrences such as fire, floods, strikes, riots, unavailability of labor or materials or services, process shutdown, acts of God, of terrorism, of war or of the public enemy, or acts or regulation of any governmental agency. Work stoppage or interruptions caused by any of the above may result in additional cost (requiring a change in scope) beyond that identified in CORE's Scope of Work for performance of the Project, entitling CORE to an adjustment to the cost and/or schedule.

4. Payment on this contract is due according to the payment schedule outlined in Exhibit B.

5. The agreement may be terminated in whole or in part by either party provided that the other party is given at least thirty (30) days written notice of intent to terminate and an opportunity for consultation with the terminating party prior to the effective date of such termination.

6. CORE materials are protected by copyright. Client agrees to uphold and protect CORE's intellectual property.

7. **Additional charges for rescheduling or canceling work**. This Agreement represents a firm commitment between Client and CORE for the services agreed upon in Exhibit A on the dates set forth therein. If Client decides to make one or more changes, the following schedule of additional fees and charges is agreed upon by the parties to this Agreement:
   a. Canceling or changing any instructor day(s) seven (7) or fewer days in advance of the scheduled date(s) agreed upon in Exhibit A (or subsequently confirmed): Client will pay a Cancellation Fee equal to one-hundred percent (100%) of the instruction fees, materials and travel cancellation fees for each instructor day so canceled or changed. This fee will be invoiced within 30 days of the cancellation/change and will be payable upon receipt.
   b. Canceling or changing any instructor day(s) between eight (8) and thirty (30) days in advance of the scheduled date(s) agreed upon in Exhibit A (or subsequently confirmed): Client will pay a Cancellation Fee equal to seventy-five percent (50%) of the instruction fees and all

materials and travel cancellation fees for each instructor day so canceled or changed. This fee will be invoiced within 30 days of the cancellation/change and will be payable upon receipt.

c. Canceling or changing any instructor day(s) greater than thirty (30) days in advance of the scheduled date(s) agreed upon in Exhibit A (or subsequently confirmed): Client will pay a Cancellation Fee equal to all travel cancellation or change fees for each instructor day so canceled or changed that have been incurred by CORE. This fee will be invoiced within 30 days of the cancellation/change and will be payable upon receipt.

8. Indemnification
   a. CORE shall indemnify and fully hold harmless the Client, its officers, employees, and agents, from and against any and all claims, actions, damages, judgement, liabilities, costs, including reasonable attorneys' fees or expenses, and including all claims for injuries or damages to persons and/or property, which result from the negligent acts or omission of CORE, its officers, employees, and/or agents in the execution of this agreement.
   b. Client shall indemnify and fully hold harmless CORE, its officers, employees and agents, from and against any and all claims, actions, damages, judgement, liabilities, costs, including reasonable attorneys fees or expenses, and including all claims for injuries or damages to persons and/or property, which result from the negligent acts or omission of Client, its officers, employees, and/or agents in the execution of this agreement.

9. Standard of Care
   a. While performing services under this agreement, CORE shall exercise the degree of care and skill ordinarily exercised under similar circumstances by members of the consulting profession performing the kind of services to be performed thereunder.
   b. Except for the express promise set forth in subparagraph a., above, regarding CORE's standard of care, CORE neither makes, nor offers, nor shall CORE be liable to Client for any express, or implied warranties with respect to the performance of CORE's services. Estimates of costs, approvals, recommendations, opinions, and decisions by CORE are made on the basis of CORE's experience, qualifications, and professional judgment and are not guaranteed. Client hereby waives the implied warranties of merchantability and fitness for a particular purpose.

10. Client agrees that CORE has the authority to use its name as a Client and a general description of the Project as a reference for other prospective clients.

11. CORE has in effect insurance covering all risks associated with its business in such amounts as are customary in its industry, and is not aware of any pending or threatened claims, liabilities, or litigations against it.

12. In the event Client does not pay within 30 days of date payment is due and specified in section 4 of this contract, CORE has the right to charge a late fee of 1.5% of the outstanding payment due per month starting from the original date the payment was due.

13. Client agrees to not directly or indirectly solicit any of CORE's employees to leave their employment with CORE to join Client's organization as an employee or an Independent Contractor for the period commencing with the contract effective date and ending two years after

the contract end date without express written consent of a CORE corporate officer and payment of consideration in the form of a "finder's fee" defined by CORE.

14. Miscellaneous

a. This contract supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of services by CORE for Client and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Contract acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other contract, statement, or promise not contained in this contract shall be valid or binding. Any modification of this Contract will be effective only if it is in writing signed by the party to be charged.
b. This contract will be governed by and construed in accordance with the laws of the State of California.
c. CORE retains the right to retract this contract offer if not duly executed by client within 21 of the effective date, and/or 30 days or less prior to first service date.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the first date written above.

CORE	**CLIENT**
Signature:	**Signature:**
Name: Mark Simmons	**Name:**
Title: Chief Operating Officer	**Title:**
Date: May 23rd, 2016	**Date:**
Tax ID: 94-3264308	**Tax ID:**

SCOPE OF WORK #R16-021
SANTA ANA UNIFIED SCHOOL DISTRICT

Contact:	Michelle Rodriguez, Ed. D	Title: Asst. Superintendent of K-12 Teaching And Learning
Mailing Address:	1601 East Chestnut Ave Santa Ana, CA 92701-6322	Phone: 714-558-5679
Shipping Address:	Same	Fax: 714-480-5321
Email Address:	Michelle.Rodriguez@sausd.us	
Alternate Contact:	Ely Zamorano	Email Address: Ely.Zamorano@sausd.us

Services Description

Start Date: 8/1/16 End Date: 5/31/17

Service	Dates	Times	# Participants	Grades	Materials
6 days of onsite support for Century High, one per month (See below)	**Note:** Costs are based on 6 single days	TBD	Work with leadership team	High school	N/A

A Secondary CORE consultant Support

A CORE secondary specialist will work with the principal and leadership team at Century High to provide literacy-focused support to improve results. Support will be customized based on identified focus. The focus in on leadership strategies and understanding effective literacy instruction. The plan follows below:

Month	Time / Focus	Site Follow Up / HW
August	(Full-day) Time with Administrators (if possible, before school), Orientation and review of Literacy Practices. Review and look at site's Literacy plan and feedback.	Provide Staff in-service on Literacy focus and instructional walk through focused look fors

September	(Full day) Instructional walk-throughs focused on "Look-fors" and coaching feedback on the look for elements. Also the language of teacher feedback.	Continue walk-throughs using feedback training to have debriefs with teachers.
October	(Full day) Debrief how walkthrough feedback sessions are going and review Fall MAP for feedback focus discussions. Walk-throughs if time permits	Continue walk-throughs and implement plan for Fall MAP follow up.
January	(Full day) Walk-through coaching with Admin and debrief. Review focus of 2nd semester	Present to staff Literacy focus during 2nd semester. Continue with Literacy walk-throughs
March	(Full day) Debrief Walk-throughs and review Winter MAP results and discuss focus for remainder of year.	
May	(Full day) Meeting to review year and discuss plan and feedback on following year's focus.	

DATA Request <u>if Checked</u>

_____Please note as part of this project, CORE requests student performance data including progress monitoring data summaries and/or end of year outcome data. Data is to be provided without student names and should be grade summaries. Thank you in advance.

Videotaping
CORE requests the right to videotape all demonstrations and trainings.

Cost Analysis

Service	Consultant/Expenses	Materials
6 days of on-site support, literacy focused		N/A
Total Consultant/Expenses:	**$18,510.00**	

Grand Total Cost: $18,510.00

Note: For all above services, references to specific CORE Consultants are based on information known at the time of this SOW. CORE cannot guarantee that the named consultants will perform all services, or perform in the capacity identified above. CORE reserves the right to provide alternate qualified consultants based on business circumstances.

Exhibit B

Payment Fee Schedule

R16-021
Santa Ana USD
High School 2016-17

CONTRACT COST	
CONSULTANT & EXPENSES	$18,510.00
MATERIALS	$0.00
TOTAL	**$18,510.00**

PAYMENT SCHEDULE	
PAYMENT DUE DATE	**AMOUNT DUE**
September 30, 2016	$10,000.00
January 31, 2017	$8,510.00
TOTAL	**$18,510.00**

Refer to Exhibit A for service dates. Please reference Scope of Work number above on all Purchase Orders and payments.

Please submit Purchase Order(s) to:

CORE
Attn: Mark Simmons
orders@corelearn.com

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Kid Healthy/OneOC for Padres en Acción Program and Lowell Elementary School for Period of August 24, 2016 through June 30, 2017**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Kid Healthy/OneOC for the Padres en Acción Program and Lowell Elementary School for the period of August 24, 2016 through June 30, 2017.

ITEM SUMMARY:

- Agreement Starts: August 24, 2016
- Agreement Ends: June 30, 2017
- Padres en Acción Program will provide parent trainings at Lowell elementary school.

RATIONALE:

Padres en Acción Program seeks to address health, wellness, and nutrition by engaging children and families through programs that measurably improve nutrition and fitness levels. Padres en Acción Program will provide six two-hour parent education classes, structured recess supervision, volunteer training with training manuals, playground equipment, and workshops for students and parents. Last school year, Kid Healthy/OneOC provided services to 8,952 students, grades 1-5 at Diamond, Fremont, Garfield, Greenville Fundamental, Harvey, Jackson, Kennedy, King, Martin, Pio Pico, Sepulveda, Thorpe Fundamental, Walker, Washington, and Wilson elementary schools.

LCAP Goal 3.7: Establish parenting programs that support student success including, but not limited to Parents Investing in Quality education (PIQE) and other family services; expand the use of school-based Parent and community Liaisons, expanding structured recess at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare.

FUNDING:

Site Funds: $8,000

RECOMMENDATION:

Approve the agreement with Kid Healthy/OneOC for the Padres en Acción Program and Lowell Elementary School for the period of August 24, 2016 through June 30, 2017.

MR:ez

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and (**OneOC/Kid Healthy, 1901 E. 4th Street, Suite 100, Santa Ana, CA 92705)** hereinafter referred to as "CONTRACTOR."

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, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR 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 CONTRACTOR:*** Will provide at Lowell Elementary:
   Padres En Accion program implementation:
   - Six 2-hour trainings covering topics on advocacy, nutrition, physical activity, volunteerism, playground management, and safety.
   - All necessary teaching materials and supplies associated with trainings, two bilingual trainers and oversight of training from Kid Healthy Program Manager and/or Lead coordinator.
   - Parent-led structured, physical activity 3 days per week (weather permitting), during the lunch recess.
   - Provide Kid Healthy staff to oversee training and implementation of the Padres en Accion program.
   - Provide Kids Healthy Volunteer Coordinator to work 6-8 hours per week: The Volunteer Coordinator is responsible for planning, set-up, and maintenance of age appropriate physical activity, on-going parent volunteer recruiting, plan and implement parent meetings to provide additional playground and nutrition training for parents.

- Assist in formation of school site wellness committees as requested, assist in the on-going management of school site wellness council, as requested.
- Assess and purchase playground equipment as requested, not to exceed $500.
- Communicate program progress and outcomes to school principal and SAUSD Special Projects Manager, as needed (minimum 2 times per school year).

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **8/24/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Eight Thousand Dollars ($8,000). DISTRICT shall pay CONTRACTOR according to the following terms and conditions: _____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner.
DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt,

CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**OneOC/Kid Healthy**
1601 E. Chestnut Ave	**1901 E. 4th Street, Suite 100**
Santa Ana, CA 92701	**Santa Ana, CA 92705**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Kid Healthy Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

*Mission Statement - **Kid Healthy seeks to improve health, wellness and nutrition by engaging school children and families from the most underserved communities of Southern California through culturally appropriate health and wellness programs that measurably increases nutrition and fitness levels.***

Contract: Kid Healthy/OneOC and Santa Ana Unified School District
Dates of Service: 08/24/2016 and 06/30/2017

Scope of Work- New School:

Kid Healthy will provide Padres En Acción program implementation at specified sites in SAUSD that includes the following:

- Six, 2-hour trainings covering topics on advocacy, nutrition, physical activity, volunteerism, playground management, and safety.
- All necessary teaching materials and supplies associated with trainings, two bilingual trainers and oversight of trainings from Kid Healthy Program Manager and/or Lead Coordinator.
- Parent-led structured, physical activity 3 days per week (weather permitting), during the lunch recess at each site.
- Provide Kid Healthy staff to oversee training and implementation of the Padres en Acción program at participating SAUSD school sites.
- Provide a Kid Healthy Volunteer Coordinator to work 6-8 hours per week at the participating school site: The Volunteer Coordinator is responsible for planning, set-up, and maintenance of age appropriate physical activity, on-going parent volunteer recruiting, plan and implement parent meetings to provide additional playground and nutrition training for parents.
- Assist in formation of school site wellness committees as requested per site, assist in the on-going management of school site wellness councils as requested per site
- Assess and purchase playground equipment as requested per site, not to exceed $500.
- Communicate program progress and outcomes to school principals and SAUSD Special Projects Manager, as needed (minimum 2 times per school year).

Compensation:

New School Site- $8,000 each

Fees are to be invoiced 50% in August and 50% in December

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Renew Subscription for MyON and Services to Coughlan Companies, Inc. dba Capstone for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to renew subscription for MyON and services to Coughlan Companies, Inc. dba Capstone for the 2016-17 school year.

ITEM SUMMARY:

- Contract Starts: July 1, 2016
- Contract Ends: June 30, 2017
- MyON Reader program will provide students access to thousands of digital books to improve student achievement at 20 schools

RATIONALE:

Consultant will facilitate support to teachers in the implementation of the MyON Reader program to provide students access to thousands of digital books to improve student achievement. MyON integrates into the District's existing literacy framework and programs by:

- Providing students and teachers with unlimited access to books for use during the school day and extending learning with access to MyON at home and in the community
- Personalizing the reading experience for every child based on interest and reading level.
- Providing actionable data at the student, classroom, building, and district levels about time spent reading and number of books read and comprehension and Lexile progress.

This program will be implemented at Advanced Learning Academy, Carver, Davis, Edison, Garfield, Greenville Fundamental, Harvey, Heroes, Jackson, Kennedy, King, Lincoln, Martin, Monte Vista, Pio Pico, Roosevelt, Taft, Thorpe Fundamental; and Walker, elementary schools and Lathrop Intermediate School.

LCAP Goal 1.1: Provide equitable access to a rigorous standard-based, instructional program that include, but is not limited to high-quality instruction, standards aligned instructional materials, academic support, and technology-based resources. Full implementations of the new CA State-standards and assessments. Expand efforts to support student attainment of the State Seal of Biliteracy.

FUNDING:

Various Site Funds: $161,000

RECOMMENDATION:

Authorization to renew subscription for MyON and services to Coughlan Companies, Inc. dba Capstone for the 2016-17 school year.

MR:ez

Santa Ana District Statistics July 1, 2015-June 8, 2016

Run Date: Jun 8, 2016 9:06:25 AM -myON® Copyright © 2016

Building		Lexile Score		Books Finished			Pages Read		Words Read		Time Spent Reading		Books Opened	
Name	Students	Earliest	Latest	Total	Avg	Avg Lexile	Total	Avg	Total	Avg	Hours	Avg	Total	Avg
Advanced Learning Academy	142	495L	550L	15,990	112.6	535L	679,497	4,785	33,060,365	232,819	6,668.34	46.96	23,624	166.4
Davis Elementary **	750	315L	315L	142	0.2	440L	5,028	7	177,999	237	23.86	0.03	270	0.4
Edison Elementary	587	280L	300L	7,834	13.3	455L	265,598	452	9,232,495	15,728	1,830.85	3.12	17,434	29.7
Garfield Elementary	785	215L	220L	16,472	21.0	445L	565,794	721	21,082,968	26,857	4,082.08	5.20	32,350	41.2
Harvey Elementary	449	165L	175L	10,639	23.7	450L	370,354	825	13,967,748	31,109	2,355.49	5.25	20,734	46.2
Jackson Elementary	1,010	215L	225L	17,189	17.0	450L	556,476	551	17,516,420	17,343	3,757.88	3.72	35,737	35.4
Kennedy Elementary **	811	155L	155L	229	0.3	430L	7,222	9	155,582	192	39.28	0.05	547	0.7
Lathrop Intermediate	994	610L	615L	9,983	10.0	620L	379,888	382	21,961,278	22,094	4,319.68	4.35	19,648	19.8
Lowell Elementary**	846	325L	325L	11	0.0	425L	296	0	7,783	9	4.93	0.01	28	0.0
Pio Pico Elementary	625	390L	365L	11,045	17.7	455L	366,856	587	11,507,762	18,412	2,020.95	3.23	27,742	44.4
Romero-Cruz Elementary l	290	380L	355L	27,007	93.1	450L	931,538	3,212	31,076,968	107,162	5,900.16	20.35	43,015	148.3
Roosevelt Elementary	708	245L	240L	18,028	25.5	450L	628,632	888	21,410,447	30,241	3,528.21	4.98	31,078	43.9
Walker Elementary	504	245L	250L	20,649	41.0	455L	696,688	1,382	23,557,377	46,741	4,058.06	8.05	43,140	85.6

** Please note that Lowell, Kennedy and Davis participated in the original pilot but have not renewed their subscription yet.

- 13 Building Count
- 549 Classes
- 8,487 Students
- 339 Faculty
- 155,169 Books Finished
- 38,584 hr. 40 min. Time Spent Reading

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and (**Coughlan Companies, Inc. dba Capstone, 1710 Roe Crest Drive, Mankato, MN 56003)** hereinafter referred to as "CONTRACTOR."

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, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR 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 CONTRACTOR:*** Will provide on-site professional development to support teachers in the implementation of myOn Reader program to provide students access to thousands of digital books to improve student achievement. myON provides anytime, anywhere access to a library of more than 8,000 enhanced digital books with multimedia supports, real-time reporting, and assessments with embedded close reading tools. The innovative digital-literacy platform allows students not only to read, but to read *closely*, to engage with digital texts in new ways that will transform the entire learning experience. Teachers from Carver, Davis, Greenville Fundamental, Heroes, Kennedy, King, Lincoln, Martin, Monte Vista, Taft, and Thorpe will be able to access the number and type of books opened and read, time spent reading, completion of book quizzes, results of regular benchmark assessments, and a report that forecasts long-term reading growth.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Twenty Two Thousand** Dollars (**$22,000**). DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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**

CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in

whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Coughlan Companies, Inc. dba Capstone**
1601 E. Chestnut Ave	**1710 Roe Crest Drive**
Santa Ana, CA 92701	**Mankato, MN 56003**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Proposal Dated 6/10/2016

THIS AGREEMENT IS ENTERED INTO THIS **29TH DAY OF JUNE, 2016**.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

myON Proposal for

SANTA ANA UNIFIED

June 10, 2016

Presented by:

Julie Johnston
jjohnston@myON.com
858-729-4121

Randi Economou, Regional Vice President, Southwest
reconomou@myON.com
(602) 317-5805

Todd Brekhus, President
tbrekhus@myON.com
(800) 747-4992

TABLE OF CONTENTS

I.	ABOUT MYON	4
II.	MYON: A RESEARCH-BASED APPROACH	5
III.	THE MYON VISION	6
IV.	IMPLEMENTING MYON IN YOUR DISTRICT	7
V.	PROFESSIONAL DEVELOPMENT OPPORTUNITIES	8
VI.	MYON IMPLEMENTATION TEAM MEMBERS	9
VII.	ONGOING TECHNICAL SUPPORT	10
VIII.	INVESTMENT SUMMARY OPTIONS	11-12

June 10, 2016

Dear: Dr. Rodriguez

We are pleased to submit this myON proposal for your review and consideration. We look forward to partnering with Santa Ana Unified to provide myON to your students and to supporting your existing literacy framework and programs.

With access to myON, every child will have unlimited access to thousands of engaging, enhanced digital books. Students can read on myON anytime, anywhere on devices with Internet capabilities or offline through mobile applications on iPad, Chromebooks, Android, Amplify, and Kindle Fire HD. What's more, myON personalizes reading for students by continuously recommending books as students' interests and reading levels evolve. Through embedded assessments provided by MetaMetrics®, myON also has the capacity to measure, monitor, and project student reading progress based on the Lexile® Framework.

myON integrates into your existing literacy framework and programs by:

1. Providing students and teachers with unlimited access to books for use during the school day and extending learning with access to myON at home and in the community.
2. Personalizing the reading experience for every child (based on interests and reading level).
3. Providing actionable data at the student, classroom, building, and district levels about quantity (time spent reading and number of books read) and growth (comprehension and Lexile® progress).

Since its launch in 2011, myON has been implemented in thousands of districts throughout the nation, with more than 7 million students currently reading on myON.

myON reader is a cost-effective digital solution for progressive districts seeking to guarantee that every student has the tools and opportunity to succeed. At a fraction of the cost of a single hard copy text per child, districts can provide all students with year-round, 24x7 access to myON.

We are honored to partner with you to support the students of Santa Ana Unified. Please contact us with any questions or comments.

Sincerely,

Julie Johnston
Account Manager
myON

Randi Economou
Regional Vice President, Southwest
myON

Todd R. Brekhus
President
myON

This proposal is confidential and proprietary between District Name and myON.

I. About myON

The myON collection contains more than 10,000* digital titles—illustrated and picture books, chapter books, graphic novels, literary non-fiction, photo and informational texts—that cover a wide range of genres and content areas. myON's titles include 70% nonfiction and 10% Spanish texts. Teachers can filter myON titles according to their alignment with state or national standards.

myON's platform includes optional reading scaffolds that support and encourage independent reading. These scaffolds include professionally-recorded audio to model fluency, word and text highlighting, and an embedded dictionary. Teachers can create booklists for individual students or groups to support intervention and differentiated instruction.

Using a unique login and password established by the school district, students gain unlimited access to the complete myON collection. Whether students are reading during school hours, at home or through summer programs, their activity and growth are tracked and reported on a single platform. Free mobile apps for iPad, Chromebooks, Android, Amplify, and Kindle Fire HD allow students to download digital books for offline reading, as well, and their data is synced when they log back into myON.

myON's professional services team offers assistance with implementation and ongoing support throughout the license period, furnishing educators with resources and strategies to leverage myON in their classrooms.

* myON houses a growing collection of more than 10,000 titles, with more than 5,000 Capstone published titles included in every license. Additional titles from our 3rd party publishers are available for an optional and additional license.

* The collection of titles within myON grows continually. Please ask your regional account manager for updated numbers. As they come into myON, all Capstone published titles will be available at no additional cost for the length of the license.

II. myON: A Research-Based approach

myON was developed in partnership with MetaMetrics, the creators of the scientifically-based Lexile Framework for Reading. With MetaMetrics technology, myON has the capacity to generate individualized book lists for students based on their personal interests and reading levels. The recommended books cover a range from 50 Lexile points above and 100 Lexile points below the student's reading level, which maximizes reading growth.

Using MetaMetrics, myON is able to evaluate, track and project student reading growth on the Lexile scale by providing teachers with actionable data to inform intervention and differentiated instruction. Reports are available at the student-, class-, building-, and district levels. The reported metrics include: number and type of books opened and read; time spent reading; completion of end-of-book quizzes; results of initial placement exam; results of regular benchmark assessments of student reading level; and a report that projects reading growth once a series of benchmark assessments has been completed.

Industry Research

Based on research that indicates that the reading scores in the United States have remained stagnant in recent years, we understand that reading is the quintessential element to a student's success in school. Here are a selected few research studies that indicate how important reading is in our country.

Access to books in the home is as important as parents' education level in determining the level of education children will attain. A 500-book library in the home will propel a child 3.2 years further in education. However, the majority of our urban youth do not have the benefit of a home library. (Source: University Nevada, Reno)

> ***With myON,*** readers can access the enhanced digital library at home as well as in school—anywhere they have access to an Internet-enabled device or a supported mobile device for offline reading.

Time spent reading directly impacts student achievement. A child who reads for 1 minute a day outside of school will score in the 10th percentile, while a child who reads for 33 minutes a day will score in the 90th percentile. (Source: Anderson, 1988)

> ***With myON,*** readers are engaged because they are reading books that are of interest and in their target Lexile range. Engaged readers tend to read more and for longer periods of time.

IV. THE MYON VISION

In support of education research and district initiatives, myON's vision for literacy is based on five pillars:

Personalization

- Providing optional scaffolds, including professionally-recorded audio, word and sentence highlighting, and an embedded dictionary to support reading at every level
- Recommending book lists for each student based on individual reading level and interests

Content

- Building a collection of more than 10,000 enhanced digital books, which is made up of 70% nonfiction titles and 10% Spanish or dual-language titles to provide content aligned to state and national standards.
- Representing esteemed content from more than 60 well-known third-party publishers, including Disney, Warner Brothers, Sylvan Dell, OUP, and Little, Brown, to provide illustrated and picture books, chapter books, graphic novels, literary nonfiction and informational text

Access

- No check-in/check-out model allows unlimited use of the myON collection by all students
- Allowing students unlimited reading on the platform anytime on any Internet-based device, which promotes reading everywhere: during the summer, over holidays, at home, and throughout the community
- Supporting offline reading on mobile apps for iPad, Android, Chromebooks, Amplify, and Kindle Fire HD

Collaboration

- Promoting family engagement by allowing students to read on myON at home and allowing parents to access their children's reading data
- Empowering teachers to collaborate with every student to provide differentiated instruction through individualized and group book lists

Success

- Providing teachers with real-time, actionable data on individual students, groups and classes to inform instruction and intervention
- Testing comprehension of main ideas, supporting details, vocabulary, inference and interpretation through book quizzes
- Measuring and reporting on student reading activity and ability.

V. IMPLEMENTING MYON IN YOUR DISTRICT

With any myON implementation, on-site professional development, online support, and implementation services are available. Our skilled team of professionals will assist with project management, implementation, and technical support.

Our cadre of educators facilitates professional development sessions that support systemic change. The myON Cadre share their professional knowledge, skills, and experience to encourage continuous improvement.

The cadre work within the boundaries of the curriculum and the required standards of the schools with whom they partner. Technology is leveraged based on existing resources and educators are supported with flexible classroom management strategies that consider the dynamic nature of their learning environments.

myON has created a best practices process for professional development and shared resources to ensure success with the myON implementation. A dedicated customer experience and implementation coordinator will help each site get started quickly and efficiently.

myON will deliver customized professional development opportunities to educators in Rocketship Educations that focus on working with educators, families, and students to incorporate standards and data analysis and to strengthen strategies that integrate technology into literacy.

The myON team has an easy-to-use onboarding process, and our professional services include self-service resources like lesson plans, project based learning units, and implementation tips and best practices shared by our myON community of users.

VI. Professional Development Opportunities

Professional development will assist educators with knowledge of the resources and technology associated with myON so that they can plan, assess, implement, monitor and evaluate student learning. Professional development strategies will be used to prepare educators to use multiple assessments to inform instruction, create a personalized learning environment, partner with families, and collaborate with peers to share best practices.

Through well-developed projects and activities and ongoing dialogue, educators become involved in meaningful and relevant professional development that complements their everyday teaching and learning. The blended delivery model of professional services meets the demanding schedules and needs of educators, and focuses on:

- ✓ **Data Driven Decision Making:** Analyze formative and summative data available to drive instructional strategies and resources to support individual, small group and whole class instruction.
- ✓ **Classroom Management:** Techniques and processes that support taking the teacher out of the front of the classroom and bringing them into closer contact with the learning experience as facilitators.
- ✓ **Alignment to Programs:** Identify and target content topics to leverage your schools' existing rigorous, standards-based curriculum. Focus may include but not be limited to STEM and 21st Century Learning, before and after school, RTI, special populations such English Language Learners, Special Education, Gifted, and Homebound, as well as general instruction.
- ✓ **Cooperative Learning:** By grouping students in small teams, each with students of different levels of ability, a variety of learning activities are implemented to improve their understanding of a subject. Each member of a team is responsible not only for learning the subject matter but also for helping teammates learn, which creates an atmosphere of achievement. Students work through the essential question until all group members successfully understand, contribute and are able to communicate it.
- ✓ **Differentiated Learning:** All students are different. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of and communicating ideas and thoughts. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
- ✓ **Inquiry-Based Learning:** Starting with an essential question and with the guidance of the mentor, students identify their own issues and questions. They then examine the resources they need to research the topic, thereby acquiring the requisite knowledge. This new knowledge and experience is more highly retained because it has been acquired by experience and in relation to a real problem that the student is engaged in.

VII. myON Implementation Team Members

Name	Email	Role
Julie Johnston	jjohnston@myON.com	Account Manager
Randi Economou	reconomou@myON.com	Regional Vice President, Southwest
Amber Bullis and Tracy McCoy	cec@myON.com	Customer Experience Coordinator
Heather Anderson Tamra Schneider	handerson@myON.com tschneider@myON.com	Account Representative Renewal Specialist
Gretchen Jordan	gjordan@myON.com	Implementation Manager
Elyse August	eaugust@myON.com	Director of Professional Services
Nathan, Brandon, Wes, and Steve	support@myON.com	Technical Support

VIII. On-Going Technical Support

Your license to myON includes all software updates, technical support needs, data import services, and concurrent access to the growing collection of digital titles. Additional titles will be added to your myON subscription. The ongoing technical support provided by the myON team is available by phone or e-mail. This support is provided in a three-tier method.

- **Tier 1**
  All technical support questions should be directed to myON technical support. Our trained team can help with product functionality issues, most computer configuration concerns, and provide educator resources to help you use our products more effectively in your school.

  Business Hours: 8 AM to 5 PM Central Time Zone
  Phone: (888) 728-1266
  Fax: (888) 262-0705
  E-mail: support@myON.com

  myON also includes an online FAQ, educator portal and video resources that answer many "How-to" questions.

- **Tier 2**
  If our Customer Service team cannot help you with the problem you are reporting, they will escalate your problem to an internal team of product experts. During this time, your primary contact will continue to be Customer Service, but you may also need to talk with additional myON staff. We will work quickly to address your concerns. Some troubleshooting may require a discussion with the technical staff onsite. During this time, it is possible that the problem you are reporting is identified as a bug. If that is the case, we will issue a timeframe in which we will resolve the issue.

- **Tier 3**
  In exceptional cases, we may need to further escalate your problem to one of our programmers or to a hardware or networking specialist. A tier 3 problem is very rare, and may require a site visit to resolve your issue.

IX. Investment Summary

$6950MYON/ Per site
$2000 PROFESSIONAL SERVICES For New Schools*

- ALA
- Lathrop
- Davis *
- Kennedy *
- Jackson
- Harvey
- Edison
- Walker
- Taft *
- Monte Vista *
- Roosevelt
- Carver *
- Thorpe *
- Pio Pico
- Garfield
- King *
- Lincoln*
- Martin *
- Heroes *
- Greenville Fundamental*

TOTAL COSTS: 161,000

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of School-Based Medi-Cal Administrative Activities (SMAA)**

ITEM: **Consent**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

ITEM SUMMARY:
• Contract Starts: July 1, 2016
• Contract Ends: June 30, 2017
Program provides federal reimbursement for health related administrative activities performed by District staff for outreach to families that will assist them in accessing physical, mental health, and substance abuse services.

The purpose of this agenda item is to seek Board approval of a continuing agreement with the Orange County Department of Education for Administration services for the School-Based Medi-Cal Administrative Activities (SMAA) program as described in the California Welfare and Institution Code, Section 14132.47 (c) (1).

Districts receive federal reimbursement when staff provides outreach and referrals to families for accessing physical health, mental health, and substance abuse services. The new Random Moment Time Survey (RMTS), queries staff about their outreach and referral activities at a specific moment in time.

To continue participation in claiming funds through SMAA, the District must have an agreement with the Region 9 Local Education Consortium (LEC) to facilitate communication and payment of funds through the State. The term of this contract is one year commencing July 1, 2016 and ending on June 30, 2017, subject to termination.

SMAA reimbursement has been withheld for several years due to program restructure by the Federal government. This past year $686,000 in funding was released. Staff awaits information on reimbursement for outstanding invoices.

RATIONALE:

Historically, the District received $5 million dollars in SMAA reimbursement from 2007-08 to 2013-14. From this total, funding of $875,698 was allocated for a 0.65 FTE nurse, 1 FTE Medi-Cal Billing Programs Project Technician; funding of $393,865 for costs of the vendor contract

with Paradigm Healthcare Services, and $213,464 to OCDE. The balance of $3.5 million was incorporated into the general fund.

In 2015-16, the District received $686,000 for 2010-11 through 2013-14 invoices, representing 40% of the projected reimbursement amount. From 2014-15 forward, SMAA reimbursements for all of California will continue to be deferred, as the Department of Health Care Services (DHCS) continues to develop a yet undetermined reimbursement system. The deferral revenues may begin again in 2017-18, but at a reduced reimbursement rate.

FUNDING:

Fees related to this agreement include an annual state participation fee to OCDE calculated between 4.5% - 5.0% of the SMAA reimbursement (depending on the time of reimbursement), as well as participant fees to the software vendor for the State Random Moment Time Study (RMTS) software. In 2015-16, the fee to OCDE was $19,361. This sum represents $17,235 for reimbursement for 2013-14 adjusted invoices released by DHCS in 2015-16 as well as $2,126 in participant fees that are forwarded by OCDE to the software vendor for use of the new RMTS.

RECOMMENDATION:

Approve the agreement with the Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of School-Based Medi-Cal Administrative Activities (SMAA).

DL:DR:cvl

AGREEMENT NUMBER 42852

SANTA ANA UNIFIED SCHOOL DISTRICT
SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
PARTICIPATION AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2016, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the Orange Unified School District, 1601 East Chestnut Avenue, Santa Ana, California 92701, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the California State Department of Health Care Services, hereinafter referred to as STATE, which is incorporated herein by this reference, to serve as the Local Educational Consortium (LEC) for the Region 9 in accordance with the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, SUPERINTENDENT has been designated by the STATE to represent school districts and county offices located in Region 9, hereinafter referred to as LEA (Local Education Agency) to administer School-based Medi-Cal Administrative Activities (SMAA) described as Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, the goal of the School-based Medi-Cal Administrative Activities (SMAA) Program is to improve the availability and

accessibility of Medi-Cal services to Medi-Cal eligible and potentially eligible individuals, and their families where appropriate, served by the SUPERINTENDENT and participating LEA'S; and

WHEREAS, DISTRICT is providing School-based Medi-Cal Administrative Activities and wishes to participate in the School-based Medi-Cal Administrative Activities Program.

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 TERM. The term of this AGREEMENT shall be for a period of one (1) year commencing on July 1, 2016, and ending on June 30, 2017, subject to termination as set forth in this AGREEMENT.

2.0 RESPONSIBILITIES OF SUPERINTENDENT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, state and SUPERINTENDENT'S program requirements.

b. "Certify" to the STATE the amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulation expended on the allowable "Program activities".

c. Certify to the STATE the availability and expenditure of one hundred percent (100%) of the non-Federal cost of performing Program activities.

d. Certify to the STATE that DISTRICT expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

e. Act as liaison between STATE and DISTRICT.

f. As mandated, provide a software platform through a third party vendor, through which the DISTRICT shall utilize the Random Moment Time Study (RMTS) process. Although the SUPERINTENDENT will make every reasonable effort to facilitate the use of the software platform, the SUPERINTENDENT is not responsible for problems resulting from software platform or system errors.

g. Represent DISTRICT'S issues, concerns, and questions at scheduled statewide LEC Advisory Committee meetings, STATE meetings, and SMAA Program work groups.

h. As mandated by STATE, attend STATE trainings.

i. Conduct Region 9 LEC DISTRICT SMAA Coordinator meetings and trainings.

j. On behalf of STATE, provide STATE approved training materials and updates to DISTRICT.

k. On behalf of STATE, provide program technical assistance.

l. Code all SMAA RMTS moments and make available to the DISTRICT its RMTS results.

m. Review and submit the Random Moment Time Study (RMTS) quarterly invoice to the STATE on behalf of the DISTRICT and convey to the DISTRICT by warrant all funds received on behalf of DISTRICT from the STATE less any amount due the SUPERINTENDENT as defined in Section 5.0 of this AGREEMENT. No funds will be conveyed to DISTRICT for invoices that have been disallowed by the STATE.

n. Offer the DISTRICT the option of the LEC preparing the RMTS quarterly invoice and assist the DISTRICT with the calculation of the LEA Medi-Cal Eligibility Rate or "Tape Match percentage" from data submitted by the DISTRICT for a mutually agreed to fee.

o. Review DISTRICT'S quarterly invoice documents for accuracy and completeness and request corrections if necessary.

p. Review corrected documents for compliance with rules and regulations; work with DISTRICT to resolve any outstanding matters that prevent SUPERINTENDENT'S certification of claim.

q. Provide DISTRICT access to STATE SMAA Appeal Process upon request.

r. Appeal DISTRICT decision or action through the STATE SMAA Appeal Process if necessary.

s. Monitor compliance of DISTRICT with all Federal, STATE, and SUPERINTENDENT'S Program requirements.

t. Designate an employee to act as liaison to DISTRICT regarding issues relating to this AGREEMENT.

3.0 RESPONSIBILITIES OF DISTRICT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, STATE and SUPERINTENDENT'S program requirements.

b. RMTS software platform may be accessed only by employees of the DISTRICT for RMTS purposes. DISTRICT agrees to

comply with the confidentiality and other requirements associated with use of the RMTS software platform. DISTRICT shall be responsible for any unauthorized use and understands that the DISTRICT may be held liable.

c. Quarterly assess SMAA claiming potential within the DISTRICT and determine which staff perform SMAA activities and will participate in the Random Moment Time Study (RMTS) and what direct charges, if applicable, will be claimed.

d. Certify to the SUPERINTENDENT and STATE the amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulations expended on the allowable "Program activities".

e. Comply fully with all Title XIX Federal, STATE, and SUPERINTENDENT'S Program requirements.

f. Certify to SUPERINTENDENT and STATE the availability and expenditure, from allowable non-Federal funding sources, of one hundred percent (100%) of the cost of performing Program activities.

g. Certify to SUPERINTENDENT and STATE expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

h. If subcontracting for certain administrative activities, provide SUPERINTENDENT with a copy of the DISTRICT'S contract with vendor. DISTRICT may include vendor's allowable costs on its invoice, to the extent that same

tasks are not performed by the SUPERINTENDENT and with the understanding that the total vendor fees cannot exceed fifteen percent (15%).

i. Ensure that DISTRICT'S designated SMAA Coordinator attends quarterly Region 9 LEC SMAA Coordinators trainings and meetings.

j. Adhere to timelines established by the STATE and SUPERINTENDENT for completion of Program documentation (e.g., Program invoices, Random Moment Time Study (RMTS) Rosters, reports, etc.). Respond in a timely manner to all STATE and SUPERINTENDENT requests for information and documentation.

k. Respond to SUPERINTENDENT reviews with information and corrected documents upon request.

l. Work with SUPERINTENDENT to resolve any outstanding matters.

m. Appeal SUPERINTENDENT's decision through the STATE SMAA LEA Appeal Process if necessary.

n. Complete quarterly Random Moment Time Study (RMTS), as required by the Centers for Medicare and Medicaid Services (CMS), to determine the amount of paid time spent on Program claimable activities.

o. DISTRICT will maintain a minimum response rate of eighty-five percent (85%) of the moments assigned per time study quarter. If DISTRICT is unable to maintain the required response rate, DISTRICT will have sanctions

applied according to the School-based Medi-Cal Administrative Activities (SMAA) Manual.

p. Develop and maintain at the DISTRICT an Operational Plan/Audit File to include at a minimum the following:

- Training materials.
- Random Moment Time Study (RMTS) Time Survey Participant (TSP) Roster Reports and other documentation, including validation of time survey participant attendance.
- Time certification and supporting documentation for direct charge staff.
- Position Descriptions/Duty Statements.
- Medi-Cal Percentage documentation.
- Invoice documents and supporting documentation.
- Contracts/MOU.
- Organizational Charts.
- School Calendar.
- Resource Directories and outreach materials.
- Program review documentation.

q. Prepare and certify School-based MAA invoices to the LEC in conformance with STATE requirements and timelines.

r. Provide SUPERINTENDENT with copies of SMAA invoice supporting documentation upon request.

s. DISTRICT agrees to maintain and preserve, documentation for a period of not less than five years after termination of Agreement Number 42852 and final payment from Department of Health Care Services (DHCS) to SUPERINTENDENT, to permit Department of Health Care Services (DHCS) or any duly authorized representative, to have access to examine or audit any pertinent books, documents, papers and records related to this AGREEMENT

and to allow interviews of any employee who might reasonably have information related to such records.

t. If DISTRICT'S AGREEMENT is in excess of Ten thousand dollars ($10,000.00), DISTRICT shall agree and comply with the following terms and conditions:

1. Maintain books, records, documents, and other evidence, accounting procedures and practices, sufficient to properly reflect all direct and indirect costs of whatever nature claimed to have been incurred in the performance of this AGREEMENT, including any matching costs and expenses. The foregoing constitutes "records" for the purpose of this provision.

2. DISTRICT'S facility or office or such part thereof as may be engaged in the performance of this AGREEMENT and its records shall be subject at all reasonable times to inspection, audit, and reproduction.

3. The Department of Health Care Services (DHCS), the Department of General Services, the Bureau of State Audits, or their designated representatives including the Comptroller General of the Unites States shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this AGREEMENT. DISTRICT agrees

to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, DISTRICT agrees to include a similar right of the STATE to audit records and interview staff related to performance of this AGREEMENT.

4. Preserve and make available its records (1) for a period of five (5) years from the date of final payment under this AGREEMENT, and (2) for such longer period, if any, as required by applicable statute, by any other provision of this AGREEMENT, or by subparagraphs (a) or (b) below:

(a) If this AGREEMENT is completely or partially terminated, the records relating to the work terminated shall be preserved and made available for a period of three (3) years from the date of resulting final settlement.

(b) If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the three-year period, the records shall be retained until

completion of the action and resolution of all issues which arise from it, or until the end of the regular three-year period, whichever is later.

5. DISTRICT shall comply with the above requirements and be aware of the penalties for violations of fraud and for obstruction of investigation as set forth in Public Contract Code §10115.10, if applicable.

6. DISTRICT, may at its discretion, following receipt of final payment under this AGREEMENT, reduce its accounts, books and records related to this AGREEMENT to microfilm, computer disk, CD ROM, DVD, or their data storage medium. Upon request by an authorized representative to inspect, audit or obtain copies of said records, DISTRICT must supply or make available applicable devices, hardware, and/or software necessary to view, copy and/or print said records. Applicable devices may include, but are not limited to microfilm readers and microfilm printers, etc.

u. The STATE, through any authorized representatives, has the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed hereunder and the premises in which it is being

performed. If any inspection or evaluation is made of the premises of DISTRICT, DISTRICT shall provide all reasonable facilities and assistance for the safety and convenience of the authorized representative in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.

v. In the event an invoice is revised or is disallowed by the STATE, agree to reimburse SUPERINTENDENT within thirty (30) days of receipt of an invoice from SUPERINTENDENT evidencing SUPERINTENDENT'S payment to the STATE for DISTRICT'S revised or disallowed invoice.

w. Ensure no duplicative billings.

x. Hold SUPERINTENDENT harmless from any Federal disallowance of SMAA claim payments made to DISTRICT by the STATE.

y. Designate an employee to act as a liaison with SUPERINTENDENT to provide DISTRICT specific information relative to SMAA Program administration and fiscal issues.

z. **Complete and return with the fully executed AGREEMENT, SUPERINTENDENT'S School-based Medi-Cal Administrative Activities (SMAA) District Information 2015/2016 form, Appendix "A", attached hereto and incorporated by reference herein**.

4.0 DISTRICT CLAIM REIMBURSEMENT. Upon satisfactory compliance of DISTRICT'S responsibilities outlined in Section 3.0 of this AGREEMENT and after SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT shall convey to DISTRICT by warrant, all funds received on behalf of DISTRICT from the STATE less any amount due the SUPERINTENDENT and STATE as determined in Section 5.0 below. No funds will be conveyed to DISTRICT for invoices that have been revised or disallowed by the STATE or Federal. Payment to DISTRICT shall be made within forty-five (45) days of receipt and reconciliation of STATE funds by SUPERINTENDENT.

5.0 FEE SCHEDULE.

a. Annual STATE Participation Fee. DISTRICT will be responsible for DISTRICT'S share of the STATE Participation Fee, which is based on the STATE'S cost for administering the SMAA claiming process. SUPERINTENDENT will reduce DISTRICT'S quarterly SMAA claim reimbursement for DISTRICT'S share of the STATE Participation Fee increase.

b. State RMTS Software Platform Fee. DISTRICT will be responsible for DISTRICT'S share of the State RMTS Software Platform Fee, which is based on the DISTRICT'S actual cost of utilizing the State RMTS Software Platform through a third party administrator selected by the Region 9 LEC for the Random Moment Time Study. SUPERINTENDENT will bill DISTRICT for DISTRICT'S share of the software platform fees RMTS Software Platform Fee, which is based on the DISTRICT'S actual cost of utilizing the State RMTS Software

Platform through a third party administrator selected by the Region 9 LEC for the Random Moment Time Study. SUPERINTENDENT will bill DISTRICT for DISTRICT'S share of the software platform fees as described in State RMTS Software Platform Fees and SUPERINTENDENT'S Administrative Support Optional Service Fees, Appendix "B", attached hereto and incorporated by reference herein.

c. SUPERINTENDENT'S Administrative Support Fees.

1. After SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT will transfer to DISTRICT an amount equal to the Federal share of cost received as reimbursement for DISTRICT'S SMAA claim submitted by DISTRICT, less four and one-half percent (4.5%) fee per quarterly claim which will be used to support SUPERINTENDENT'S SMAA administration. The four and one-half percent (4.5%) fee may be amended as necessary to support compliance with all Federal, STATE and SUPERINTENDENT'S program requirements.

2. Optional Services. If the DISTRICT selects the option of having the LEC prepare the RMTS quarterly invoice and assist the DISTRICT with the calculation of the LEA Medi-Cal Eligibility Rate or "Tape Match percentage" from data submitted by the DISTRICT, an additional two percent (2.0%) will be added to the Administrative Support Fee percentage

mentioned in 5.c.1 above. SUPERINTENDENT will provide Optional Services upon written request of DISTRICT as described in State RMTS Software Platform Fees and SUPERINTENDENT'S Administrative Support Optional Service Fees, Appendix "B", attached hereto and incorporated by reference herein.

d. The obligations of SUPERINTENDENT and DISTRICT under this AGREEMENT are contingent upon the availability of funds furnished by the United States Government and the State of California. In the event that such funding is terminated or reduced, this AGREEMENT may be terminated, and SUPERINTENDENT'S and DISTRICT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT and DISTRICT from the United States Government and the State of California under this AGREEMENT. SUPERINTENDENT shall provide DISTRICT written notification of such termination. Notice shall be deemed given when received by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

6.0 FEDERAL CLAIMING.

a. TITLE 31 - Money and Finance, Subtitle V - General Assistance Administration, Chapter 75 - Requirements for Single Audits, Section 7502 requires each pass through entity provide the sub-recipient program names and any identifying numbers from which such assistance is derived. The Catalog of Federal Domestic

Assistance (CFDA) number for this Federal program is 93.778, Medical Assistance Program (Medi-Cal).

b. A "Vendor" means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a Federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the Federal program. Additional guidance on distinguishing between a sub-recipient and a vendor is provided in OMB Circular A-133.

7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of this AGREEMENT, shall be and act as an independent contractor. SUPERINTENDENT understands and agrees that he/she and all of 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 Workers' Compensation. SUPERINTENDENT assumes 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. SUPERINTENDENT 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 SUPERINTENDENT'S employees.

8.0 COPYRIGHT. DISTRICT understands and agrees that all forms, plans, and related instructional materials developed by SUPERINTENDENT or DISTRICT under this AGREEMENT shall become the

exclusive property of the Department of Health Care Services. The Department of Health Care Services shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent all forms and related instructional materials developed under this AGREEMENT.

9.0 HOLD HARMLESS.

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

b. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the term of this AGREEMENT.

10.0 CONFIDENTIALITY.

a. SUPERINTENDENT and DISTRICT shall maintain confidentiality of their respective records and information, governing the confidentiality of client or student information for Medi-Cal

clients served under this AGREEMENT. Applicable laws include, but are not limited to, 42 U.S.C. Section 1396a(a)7, 42 CFR Section 431.300, Welfare and Institutions Code, Section 14100.2 and 22 California Code of Regulations Section 51009 and all applicable Federal and/or STATE laws or regulations as each may now exist or be hereafter amended. The confidentiality obligations contained in this section shall survive termination of this AGREEMENT.

b. DISTRICT understands and agrees to take all reasonable steps to avoid unauthorized disclosure of any of SUPERINTENDENT'S agents' proprietary data provided for purposes of this AGREEMENT hereinafter defined as data file specifications, related instructions, management reports, training materials, plans or other information relating to the performance of SUPERINTENDENT'S agents services hereunder, disclosed by SUPERINTENDENT to DISTRICT pursuant to this AGREEMENT. DISTRICT shall not during or after the term of this AGREEMENT, permit the copying, duplication, or use of any of SUPERINTENDENT'S agents' proprietary data by or to any person other than authorized employees, agents or representatives of DISTRICT.

11.0 ACCURACY OF INFORMATION. DISTRICT shall make reasonable effort to assure that the information supplied to SUPERINTENDENT hereunder shall be true, complete, and accurate in all respects. DISTRICT shall assume sole responsibility for the truth, completeness and accuracy of all information supplied to SUPERINTENDENT and agrees that SUPERINTENDENT shall have no responsibility or liability for the truth, completeness or accuracy of any information submitted by DISTRICT hereunder. SUPERINTENDENT reserves the right to not certify

SMAA invoice(s) that do not comply with STATE and Federal SMAA requirements.

12.0 LIMITATION OF LIABILITY. SUPERINTENDENT shall not be liable for damages or losses to DISTRICT employees, agents, independent contractors or students relating to lost medical services or lost data under this AGREEMENT. SUPERINTENDENT shall not be liable for any sums DISTRICT does not obtain in reimbursement from the STATE, or for any incidental, indirect, special or consequential damages to DISTRICT arising from the denial of any request for reimbursement from the STATE.

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

14.0 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. SUPERINTENDENT and DISTRICT agree to comply with all Federal, STATE and local laws, rules, regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S, equipment and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

15.0 LOBBYING RESTRICTIONS AND DISCLOSURE CERTIFICATION. **DISTRICT shall complete and return with the fully executed AGREEMENT the Certification Regarding Lobbying form, Appendix "C", attached hereto and incorporated by reference herein**, that the DISTRICT has not

made, and will not make, any payment prohibited by Item 1 of the Certification Regarding Lobbying form.

16.0 DEBARMENT AND SUSPENSION CERTIFICATION. By signing this AGREEMENT, DISTRICT certifies to the best of its knowledge and belief, that it:

a. Is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or agency;

b. Has not within a three-year period preceding this AGREEMENT been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, STATE or local) transaction or contract under a public transaction; violation of Federal or STATE antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

c. Is not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, STATE or local) with commission of any of the offenses enumerated in Section 16.0(b) herein; and

d. Has not within a three-year period preceding this AGREEMENT had one or more public transactions (Federal, STATE or local) terminated for cause or default.

e. The terms and definitions herein have the meanings set out in the Definitions and Coverage sections of the rules implementing Federal Executive Order 12549.

f. If DISTRICT is unable to certify to any of the statements in this certification, DISTRICT shall submit an explanation to SUPERINTENDENT.

g. If DISTRICT knowingly violates this certification, in addition to other remedies available to the Federal Government, the Department of Health Care Services (DHCS) may terminate this AGREEMENT for cause or default.

17.0 NON-DISCRIMINATION. In the performance of this AGREEMENT, SUPERINTENDENT and DISTRICT agree that they shall not engage nor employ any unlawful discriminatory practices in employment of personnel or in any other respect on the basis of sex, race, color, ethnicity, national origin, ancestry, religion, age, marital status, medical condition, sexual orientation, physical or mental disability or any other protected group in accordance with the requirements of all applicable Federal or STATE law.

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

19.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with or without cause, terminate this AGREEMENT with the giving of thirty (30) days prior written notice to the other party. However, once SUPERINTENDENT has submitted a RMTS Roster Report to the Department of Health Care Services (DHCS), according to the School-based Medi-Cal Administrative Activities (SMAA) Manual, DISTRICT may not terminate until the next quarter survey period.

20.0 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) by 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. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, California 92701
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

21.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT 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.

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

23.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

24.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supercedes 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.

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
PRINTED NAME: Stefanie P. Phillips, Ed.D	PRINTED NAME: Patricia McCaughey
TITLE: Deputy Superintendent Operations CBO	TITLE: Coordinator
DATE: _____	DATE: April 5, 2016

95-6002823
FEDERAL IDENTIFICATION NUMBER

LEC SMAA

Educational Consortium School-Based Medi-Cal Administrative Activities
Region 9 • Imperial, Orange, and San Diego Counties
Administered by the Orange County Superintendent of Schools

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2016-2017

1. DISTRICT/SCHOOL

Santa Ana Unified School District — *District/School Name*
Orange — *County*
Claiming Unit: — *If different than name above.*

2. DISTRICT SMAA COORDINATOR

Diane Rey, RN, MSN — *Name*
Program Specialist — *District Job Title*
1629 South Center Street — *Street Address*
Santa Ana, CA 92704 — *City, State, Zip*
Mailing Address (if different than street address)
City, State, Zip
(714) 433-3427 — *Phone (please include extension)*
(714) 433-3425 — *Fax*
diane.rey@sausd.us — *Email*

3. SUPERVISOR OF DISTRICT SMAA COORDINATOR

Heidi Cisneros — *Name*
Executive Director of Pupil Support Services — *District Job Title*
(714) 433-3484 — *Phone (please include extension)*
(714) 433-3450 — *Fax*
heidi.cisneros@sausd.us — *Email*
[X] Check box for this person to be included in communications.

4. (a) ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE

Laura Lopez — *Name*
Medi-Cal Billing Programs Project Technician — *District Job Title*
(714) 433-3428 — *Phone (please include extension)*
(714) 433-3425 — *Fax*
laura.lopez@sausd.us — *Email*
[X] Check box for this person to be included in communications.

5. (b) ALTERNATE DISTRICT CONTACT – FISCAL DESIGNEE

Betty Calderon — *Name*
Budget Analyst — *District Job Title*
(714) 558-5608 — *Phone (please include extension)*
(714) 480-5311 — *Fax*
betty.calderon@sausd.us — *Email*
[X] Check box for this person to be included in communications.

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2016-2017

6. DATES SMAA COORDINATOR WILL NOT BE AVAILABLE DURING THE SUMMER

June 2016: 6/16/16 & 6/17/16 July 2016: _____

August 2016 _____ September 2016: _____

1. Laura Lopez (Medi-Cal Billing Programs Project Technician) 2. Wellindara "Linda" Keo (Department Specialist)

Name of Alternate District Contact during summer (June-September, 2016)

1. (714) 433-3428 2. (714) 433-3456 — *Phone*

1. laura.lopez@sausd.us 2. wellindara.keo@sausd.us — *Email*

7. FIRST STUDENT ATTENDANCE DATE(S) August 17 , 2016 _____ , 2016

8. STUDENT ATTENDANCE BREAKS Winter: December 23, 2016 to January 17 , 2017

Spring: April 03, 2017 to April 07 , 2017

9. SMAA COORDINATION & TRAINING SUBCONTRACTOR/VENDOR

Paradigm Healthcare Services — *Company Name*

Jessica Holtrust — *Contact*

Account Manager — *Contact Job Title*

18008 Sky Park Circle — *Mailing Address*

Irvine, California 92614 — *City, State, Zip*

(415) 317-3235 — *Phone*

(949) 333-0289 — *Fax*

jholtrust@paradigm-healthcare.com — *Email*

Laura Lopez — **PRINTED NAME OF PERSON FILLING OUT FORM**

Medi-Cal Billing Programs Project Technician — **JOB CLASSIFICATION TITLE**

April 19, 2016 — **DATE**

ADDITIONAL: (b) ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE

Wellindara "Linda" Keo — *Name*

Department Specialist — *District Job Title*

(714) 433-3428 — *Phone (please include extension)*

(714) 433-3425 — *Fax*

wellindara.keo@sausd.us — *Email*

[X] Check box for this person to be included in communications.

APPENDIX B

State RMTS Software Platform Fees

DISTRICT will be responsible for DISTRICT'S share of the State RMTS Software Platform Fee, which is based on the DISTRICT'S actual cost of utilizing the State RMTS Software Platform through a third party administrator selected by the Region 9 LEC for the Random Moment Time Study. SUPERINTENDENT will bill DISTRICT for DISTRICT'S share of the software platform fees.

Current third party administrator under contract with SUPERINTENDENT is Public Consulting Group Inc. (PCG). Contract term is for a period of three years ending June 30, 2017. RMTS Software Platform Fees are currently structured on a monthly participant rate based on an aggregate participant count statewide of all LECs utilizing the PCG RMTS system each quarter. Since the California Department of Health Care Services (DHCS) does not require a time study for quarter 1, the July-September quarter, these charges will be half the rate of the monthly fee and based on prior quarter participant count.

Quarter	Monthly Rate/Participant
Q1: July - September	$0.25/participant/month
Q2: October - December	$0.50/ participant/month
Q3: January - March	$0.50/ participant/month
Q4: April - June	$0.50/ participant/month

SUPERINTENDENT'S Administrative Support Optional Service Fees

The following optional service is offered to support the administrative SMAA program. If the DISTRICT selects the optional service, an additional two percent (2.0%) will be added to the Administrative Support Fee percentage.

SUPERINTENDENT will assist DISTRICT with the calculation or transmission of student data files to the DHCS for calculation of the Medi-Cal Eligibility Rate or "Tape Match percentage".

SUPERINTENDENT will create and provide to DISTRICT a fiscal workbook to assist in gathering and preparing the fiscal information required to complete the SMAA invoice claim. The Time Study Participant pool lists and RMTS results will be integrated with the fiscal workbook which will reduce data entry and support consistency of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the Agreement. DISTRICT will print, sign and submit final invoice claim to SUPERINTENDENT for final review, audit and submission to DHCS for processing.

SUPERINTENDENT will provide annual training to the DISTRICT SMAA Coordinator and relevant finance/business office staff.

Optional Service		Effective Date
☐ YES	☒ NO	July 1, 2016 - June 30, 2017

Name: Stefanie P. Phillips, Ed. D, Deputy Superintendent Operations, CBO Date
District: Santa Ana Unified School District

Appendix C

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of $100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DISTRICT: Santa Ana Unified School District

BY: _____
Authorized Signature

PRINTED NAME: Stefanie P. Phillips, Ed. D

TITLE: Deputy Superintendent Operations, CBO

DATE: _____

LEC SMAA

Educational Consortium School-Based Medi-Cal Administrative Activities
Region 9 • Imperial, Orange, and San Diego Counties
Administered by the Orange County Superintendent of Schools

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2016-2017

1. DISTRICT/SCHOOL

Santa Ana Unified School District — *District School Name*
Orange — *County*

Claiming Unit: _____ *If different than name above.*

2. DISTRICT SMAA COORDINATOR

Diane Rey, RN, MSN — *Name*
Program Specialist — *District Job Title*
1629 South Center Street — *Street Address*
Santa Ana, CA 92704 — *City, State, Zip*
_____ *Mailing Address (if different than street address)*
_____ *City, State, Zip*
(714) 433-3427 — *Phone (please include extension)*
(714) 433-3425 — *Fax*
diane.rey@sausd.us — *Email*

3. SUPERVISOR OF DISTRICT SMAA COORDINATOR

Heidi Cisneros — *Name*
Executive Director of Pupil Support Services — *District Job Title*
(714) 433-3484 — *Phone (please include extension)*
(714) 433-3450 — *Fax*
heidi.cisneros@sausd.us — *Email*

[X] Check box for this person to be included in communications.

4. (a) ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE

Laura Lopez — *Name*
Medi-Cal Billing Programs Project Technician — *District Job Title*
(714) 433-3428 — *Phone (please include extension)*
(714) 433-3425 — *Fax*
laura.lopez@sausd.us — *Email*

[X] Check box for this person to be included in communications.

5. (b) ALTERNATE DISTRICT CONTACT – FISCAL DESIGNEE

Betty Calderon — *Name*
Budget Analyst — *District Job Title*
(714) 558-5608 — *Phone (please include extension)*
(714) 480-5311 — *Fax*
betty.calderon@sausd.us — *Email*

[X] Check box for this person to be included in communications.

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2016-2017

6. DATES SMAA COORDINATOR WILL NOT BE AVAILABLE DURING THE SUMMER

June 2016: 6/16/16 & 6/17/16 July 2016: _____

August 2016 _____ September 2016: _____

1. Laura Lopez (Medi-Cal Billing Programs Project Technician) 2. Wellindara "Linda" Keo (Department Specialist)
Name of Alternate District Contact during summer (June–September, 2016)

1. (714) 433-3428 2. (714) 433-3456
Phone

1. laura.lopez@sausd.us 2. wellindara.keo@sausd.us
Email

7. FIRST STUDENT ATTENDANCE DATE(S) August 17 , 2016 _____ , 2016

8. STUDENT ATTENDANCE BREAKS Winter: December 23, 2016 to January 17 , 2017

Spring: April 03, 2017 to April 07 , 2017

9. SMAA COORDINATION & TRAINING SUBCONTRACTOR/VENDOR

Paradigm Healthcare Services
Company Name

Jessica Holtrust
Contact

Account Manager
Contact Job Title

18008 Sky Park Circle
Mailing Address

Irvine, California 92614
City, State, Zip

(415) 317-3235
Phone

(949) 333-0289
Fax

jholtrust@paradigm-healthcare.com
Email

Laura Lopez
PRINTED NAME OF PERSON FILLING OUT FORM

Medi-Cal Billing Programs Project Technician
JOB CLASSIFICATION TITLE

April 19, 2016
DATE

ADDITIONAL: (b) ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE

Wellindara "Linda" Keo
Name

Department Specialist
District Job Title

(714) 433-3428
Phone (please include extension)

(714) 433-3425
Fax

wellindara.keo@sausd.us
Email

[X] Check box for this person to be included in communications.

APPENDIX B

State RMTS Software Platform Fees

DISTRICT will be responsible for DISTRICT'S share of the State RMTS Software Platform Fee, which is based on the DISTRICT'S actual cost of utilizing the State RMTS Software Platform through a third party administrator selected by the Region 9 LEC for the Random Moment Time Study. SUPERINTENDENT will bill DISTRICT for DISTRICT'S share of the software platform fees.

Current third party administrator under contract with SUPERINTENDENT is Public Consulting Group Inc. (PCG). Contract term is for a period of three years ending June 30, 2017. RMTS Software Platform Fees are currently structured on a monthly participant rate based on an aggregate participant count statewide of all LECs utilizing the PCG RMTS system each quarter. Since the California Department of Health Care Services (DHCS) does not require a time study for quarter 1, the July-September quarter, these charges will be half the rate of the monthly fee and based on prior quarter participant count.

Quarter	Monthly Rate/Participant
Q1: July - September	$0.25/participant/month
Q2: October - December	$0.50/ participant/month
Q3: January - March	$0.50/ participant/month
Q4: April - June	$0.50/ participant/month

SUPERINTENDENT'S Administrative Support Optional Service Fees

The following optional service is offered to support the administrative SMAA program. If the DISTRICT selects the optional service, an additional two percent (2.0%) will be added to the Administrative Support Fee percentage.

SUPERINTENDENT will assist DISTRICT with the calculation or transmission of student data files to the DHCS for calculation of the Medi-Cal Eligibility Rate or "Tape Match percentage".

SUPERINTENDENT will create and provide to DISTRICT a fiscal workbook to assist in gathering and preparing the fiscal information required to complete the SMAA invoice claim. The Time Study Participant pool lists and RMTS results will be integrated with the fiscal workbook which will reduce data entry and support consistency of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the Agreement. DISTRICT will print, sign and submit final invoice claim to SUPERINTENDENT for final review, audit and submission to DHCS for processing.

SUPERINTENDENT will provide annual training to the DISTRICT SMAA Coordinator and relevant finance/business office staff.

Optional Service		Effective Date
☐ YES	☒ NO	July 1, 2016 - June 30, 2017

Name: Stefanie P. Phillips, Ed. D, Deputy Superintendent Operations, CBO Date
District: Santa Ana Unified School District

Appendix C

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of $100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DISTRICT: Santa Ana Unified School District

BY: _____
Authorized Signature

PRINTED NAME: Stefanie P. Phillips, Ed. D

TITLE: Deputy Superintendent Operations, CBO

DATE: _____

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with PacificWest Energy Solutions for Solar Photovoltaic Reconciliation Analysis Services for 2016-17 Fiscal Year**

ITEM: **Consent**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **David Woolsey, Interim Director, Construction**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to enter into an agreement with PacificWest Energy Solutions for the 2016-17 fiscal year.

ITEM SUMMARY:

- Amount: $6,680.00
- Contract Starts: July 1, 2016
- Contract Ends: June 30, 2017
- Services: Solar Photovoltaic Reconciliation Analysis

RATIONALE:

The District desires to confirm energy savings on its photovoltaic panels, and maximize their use. The firm will provide a Solar Photovoltaic Report, which includes an Executive Summary, Project Background, Reconciliation Analysis, Findings and Recommendations.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

QZAB: $6,680

RECOMMENDATION:

Approve the agreement with PacificWest Energy Solutions for Solar Photovoltaic Reconciliation Analysis services for the 2016-17 fiscal year.

OW:rb

Consultant Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **PacificWest Energy Solutions** 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, DISTRICT is in need of such special services and advice; and 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:***

Solar photovoltaic reconciliation analysis.

Services shall be provided by PacificWest Energy Solutions.

2. ***Term:*** CONSULTANT shall commence providing services under this AGREEMENT on **05/25/2016** and will diligently perform as required and complete performance by **06/30/2016**

3. ***Compensation:*** DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Six Thousand Six Hundred and Eighty Dollars ($6,680.00). DISTRICT shall pay CONSULTANT according to the following terms and conditions:

Total not to exceed $6,680.00 for solar photovoltaic reconciliation analysis.

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 Consultant:*** CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent consultant. CONSULTANT understands and agrees that he/she and

all of 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 Workers' 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 its 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, ideas, dialogue, compositions, recordings, teleplays, and/or 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 a 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 giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this 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 a bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed on account of 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 the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another consultant. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges 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 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's 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 this 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONSULTANT, 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 governing board, officers, agents and employees as additional insureds under said policy.

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, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

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. ***Nondiscrimination:*** CONSULTANT agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age 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) by 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:	CONSULTANT:
Santa Ana Unified School District	**PacificWest Energy Solutions, Inc.**
1601 E. Chestnut Ave	**18543 Devonshire Street #128**
Santa Ana, CA 92701	**Northridge, CA 91324**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Exhibit A. – Proposal by PacificWest Energy Solutions, Inc.

b. Exhibit B. – Accord Certificate of Liability

c. Exhibit C. – W-9

THIS AGREEMENT IS ENTERED INTO THIS 28th DAY OF March, 2016.

DISTRICT:	CONSULTANT:
By: _____	By: _____
Signature	Signature
Orin L. Williams	
Printed Name	Printed Name
Assistant Superintendent, Facilities and Governmental Relations	
Title	Title
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Playworks Pro for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Playworks Pro for the 2016-17 school year.

ITEM SUMMARY:

- Agreement Starts: July 1, 2016
- Agreement Ends: June 30, 2017
- Playworks program will provide professional development to 16 schools

RATIONALE:

Playworks will provide consultative visits consist of a range of services, including, recess observations, modeling of games with students, a recess team check in, and a playground assessment. Each of the workshops is designed to provide coordinated recess system that helps shift the entire school culture. Playworks will provide professional development services to school staff and faculty at Davis, Franklin, Greenville Fundamental, Harvey, Jackson, Lowell, Madison, Monroe, Pio Pico, Remington, Romero-Cruz, Roosevelt, Sepulveda, Taft, Thorpe, and Walker elementary schools.

LCAP Goal 3: All students and staff will work in a healthy, safe, and secure environment that supports learning.

FUNDING:

Various School Site Funds: $49,000

RECOMMENDATION:

Approve the agreement with Playworks Pro for the 2016-17 school year.

MR:ez

RECESS IMPLEMENTATION

Kick off a great recess program.

For Schools

HOW RECESS IMPLEMENTATION WORKS

Each of our workshops is designed to provide a "deep dive" into a special topic. Professional Playworks trainers will visit you on-site to provide participants with critical insight and tools related to your chosen workshop's theme. Sessions are upbeat, and balance both activities and discussion. Our workshops include:

Comprehensive two-day training for as many as 35 participants on key topics including:

- **Introduction to a Healthy Recess**—Participants learn the importance of recess and begin to define an ideal recess and the steps needed to get there.
- **Playground Games**—Participants learn popular recess games that teach conflict resolution, cooperation, and other critical social and emotional skills.
- **Group Management**—Participants explore key group management strategies which set students up for successful group behavior.
- **Recess Systems**—Participants gain invaluable information about playground planning and design, developing and maintaining a recess plan, and systems to maintain a healthy recess environment.
- **Successful Recess Indicators**—Participants learn how to "see" a playground through a new lens. By focusing on specific indicators, they develop an actionable plan to continuously improve recess and student behavior.

Consultation Visit

- **Playground Observation and Technical Assistance**—Our trainers conduct one in-depth, real-time observation of your playground and consult with your recess team to ensure successful implementation of the program. A comprehensive written report of the consultation complete with priority next steps is provided for your school's leadership and recess team.

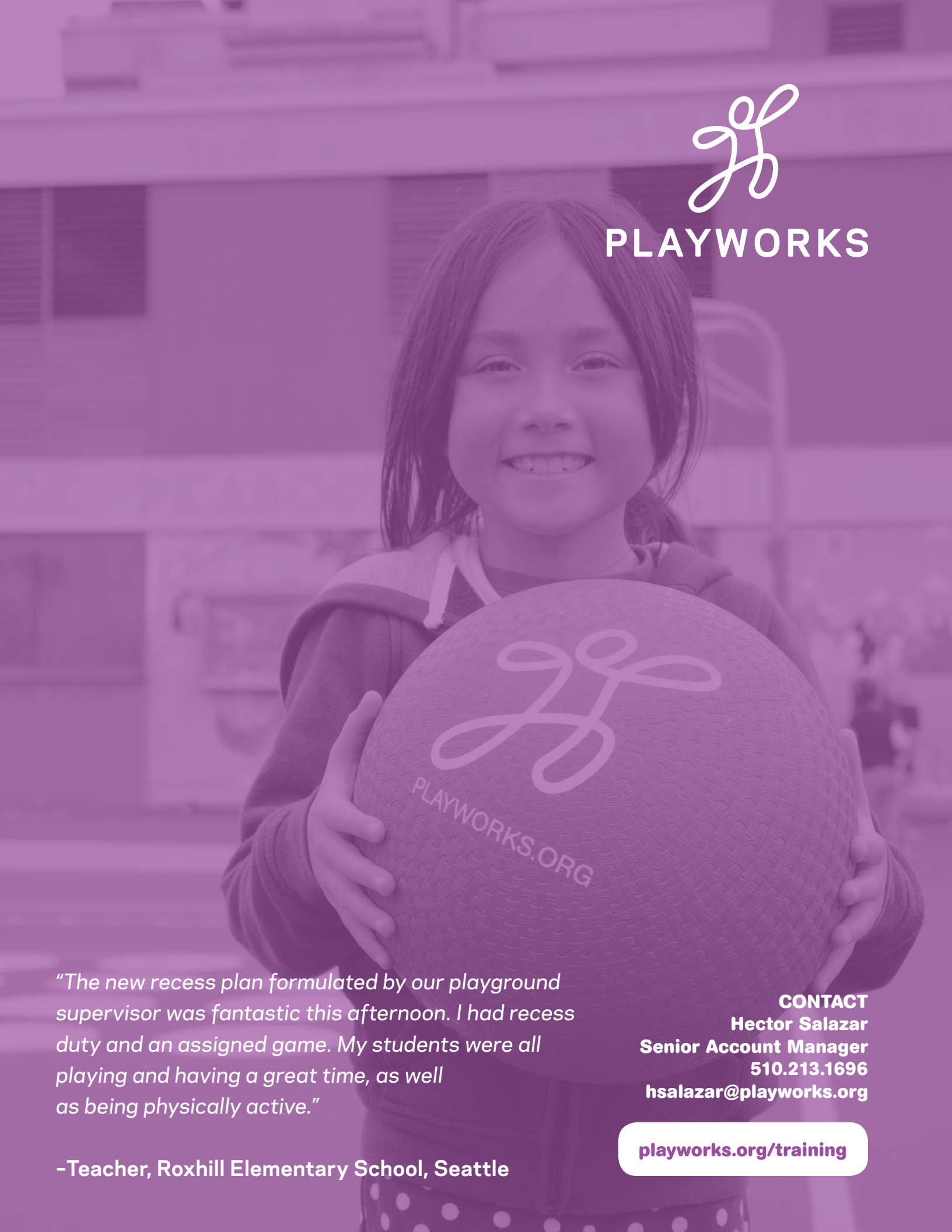
Additional Materials

- **Playworks' Game Guide**—Featuring more than 350 inclusive games that can be played in many different settings.
- **Play Equipment**—Each participating school will receive one full set of play equipment valued at more than $500.

Recess Implementation is our most popular program to begin transforming recess and improving school culture. Recess Implementation is a fun-filled program designed to create an inclusive and healthy playground environment for students and staff. This interactive learning event builds strong knowledge around games and develops valuable skills such as managing transitions, resolving conflicts, and building systems that promote a meaningful recess or playtime. Recess Implementation also serves as a high-energy, team-builder for school staff. A trainer returns to your school four to six weeks after your training to consult with your recess team to help them continue to build on the improvements they have made.

For a personalized assessment of how Playworks Training can make a difference at your school and to determine if Recess Implementation is right for you, please contact Hector Salazar at 510.213.1696 or hsalazar@playworks.org to learn more.

PLAYWORKS



"The new recess plan formulated by our playground supervisor was fantastic this afternoon. I had recess duty and an assigned game. My students were all playing and having a great time, as well as being physically active."

-Teacher, Roxhill Elementary School, Seattle

CONTACT
Hector Salazar
Senior Account Manager
510.213.1696
hsalazar@playworks.org

playworks.org/training

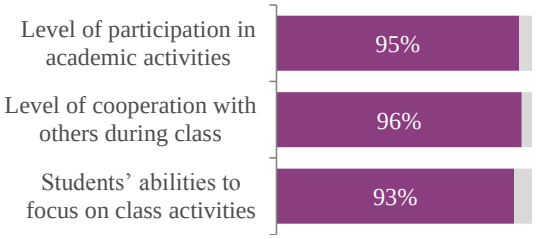
School Survey Results

PLAYWORKS

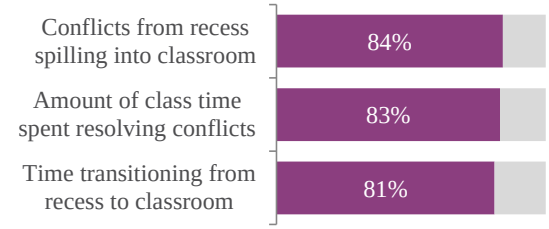
Southern California 2015

In the Classroom

% of staff that report an INCREASE in...



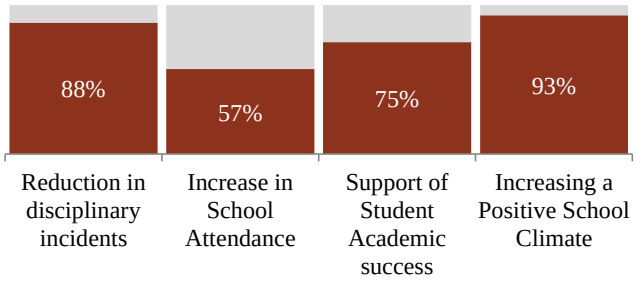
% of staff that report a DECREASE in...



23 Average number of hours recovered transitioning from recess to learning

Overall

% of staff report had a POSITIVE impact on:

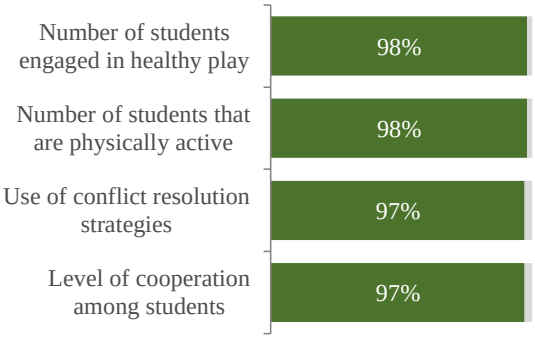


98% of adminstrators, teachers and support staff want Playworks to return next year

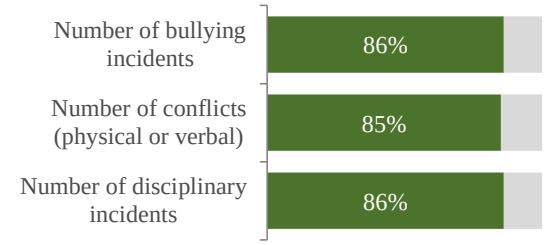
508 Total responses

On the Playground

% of staff that report an INCREASE in...



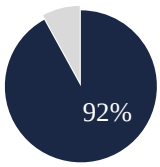
% of staff that report a DECREASE in...



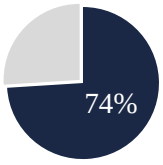
Youth Leadership

% of staff that report Junior Coaches take a leadership role...

During recess



Outside recess



Beyond School

% staff reported Playworks supports the following:

87% Helps students develop necessary skills to succeed in **the classroom and their commuunity**

83% Helps students develop necessary skills to succeed **in the workplace**

POSITIVE FINDINGS FROM A RANDOMIZED CONTROLLED TRIAL EVALUATION

PLAYWORKS SCHOOLS HAVE LESS BULLYING

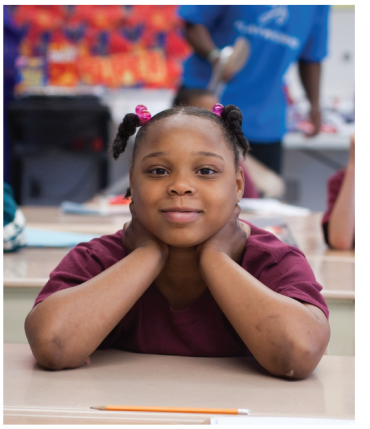
Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores[i].

43% LESS

STUDENTS FEEL SAFER AT SCHOOL

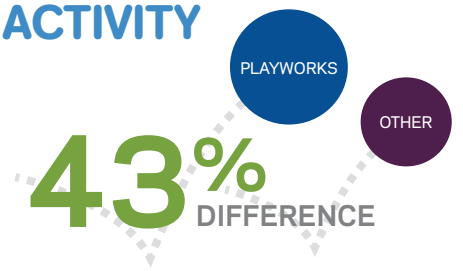
Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools[ii].

20% HIGHER RATING



STUDENTS ARE ENGAGED IN MORE VIGOROUS PHYSICAL ACTIVITY

Accelerometer data showed that children in Playworks schools spent significantly more time in vigorous physical activity at recess* (14% versus 10% of recess time, which is a 43% difference)[iii].



43% DIFFERENCE

STUDENTS ARE READY TO LEARN

34% FEWER MINUTES

Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)[iv].

PLAYWORKS

Source: Statistically significant findings from "Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior" and "Findings from an Experimental Evaluation of Playworks: Effects on Play, Physical Activity and Recess". Mathematica Policy Research, 2013

i (n=295); Significantly different from zero at the .05 level, two-tailed test
ii (n=296); Significantly different from zero at the .05 level, two-tailed test
iii (n=1,579); Significantly different from zero at the .10 level, two-tailed test
iv (n=293); Significantly different from zero at the .10 level, two-tailed test
* compared to those in control schools

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Playworks, 460 E. Carson Plaza Drive, Suite 106, Carson, CA 90746** hereinafter referred to as "CONTRACTOR."

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

Playworks will provide consultative visits consist of a range of services, including, recess observations, modeling of games with students, a recess team check in, and a playground assessment. Each of the workshops is designed to provide coordinated recess system that helps shift the entire school culture. Playworks will provide professional development services to school staff and faculty at Davis, Franklin, Greenville Fundamental, Harvey, Jackson, Lowell, Madison, Monroe, Pio Pico, Remington, Romero-Cruz, Roosevelt, Sepulveda, Taft, Thorpe, and Walker elementary schools.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Forty-Nine Thousand Dollars ($49,000**). DISTRICT shall pay CONTRACTOR according to the following terms and

conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in

whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims

of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Playworks**
1601 E. Chestnut Ave	**460 E. Carson Plaza Drive, Suite 106**
Santa Ana, CA 92701	**Carson, CA 90746**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Playworks Pro Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

PLAYWORKS

EDUCATION ENERGIZED

Playworks Pro and Santa Ana Unified School District
2016-17

This proposal is entered into between Playworks Education Energized ("Playworks") and Santa Ana Unified School District (the "District").

Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

The mission of Playworks is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Playworks contracts with schools to provide a high quality, multi-faceted program to accomplish this mission during the school day and after school. To that end, Playworks has been providing play to children for 20 years in elementary schools and youth organizations nationwide.

Our innovation has spread across the country with enormous momentum from word-of-mouth among teachers, principals and parents. This school year Playworks is reaching more than 750,000 children in 1,300 schools increasing safe and healthy play every day. For us at Playworks, the relatively recent spotlight on the value of social/emotional learning is a validation of our innovation and its impact for children.

Academic researchers have, for decades, lauded the extraordinary importance of play in childhood to develop the ability to interact with others and to learn. Play is a natural vehicle for encouraging and developing the competencies the youth development and education fields have now labeled as critical to healthy child development, things like self-awareness, self-control, empathy, social awareness and conflict resolution.

Playworks has demonstrated in thousands of schools and organizations that play is a powerful and ubiquitous opportunity to develop social/emotional skills in children. Our success goes beyond simply providing well-trained young adults and a proven curriculum to schools. Playworks has developed new skills in tens of thousands of youth workers, teachers, principals, parents and other school staff so they can develop positive social behaviors in the children they work with each day.

Playworks has been evaluated with a randomized control trial that determined our innovative approach to integrating play throughout the school day has statistically significant impacts on bullying, vigorous physical activity, transitions from play to classroom instruction and sense of safety. Subsequent evaluations have found impact on attendance and student engagement. We believe play is critical. Children must learn and develop through play and in environments that recognize and cultivate positive interactions among students and adults. This need simply cannot be fulfilled with cognitive skill development alone.

Scope of work

Playworks and the District will partner to increase opportunities for safe and meaningful play for every kid in Santa Ana Unified School District's elementary schools. For the duration of the 2016-2017 school year, Playworks will provide a mix of services addressing the unique needs of each partnering school. Playworks will provide professional development services to specific school staff and faculty at **Franklin, Greenville Fundamental, Harvey, Davis Jackson, Lowell, Madison, Monroe, Pio Pico, Remington, Romero-Cruz, Roosevelt, Sepulveda, Taft, Thorpe and Walker Elementary Schools** enabling non-Coach and TeamUp schools to take ownership of the initiation and implementation of their recess programming.

Training Logistics

Recess Implementation Schedule:
Playworks the District and Training Schools understand that:

1. Trainings will be delivered throughout the 2016-17 academic year, starting August 2016.
2. Each Training school will participate in group intensive, single-site workshops.
3. Consultative visits will be scheduled with Playworks and the Principal of each Training school.
4. All training and consultative visits must be scheduled by October 2016 and completed by June 2017.
5. Playworks will also provide a full day workshop *The Power of Play; Group Management 1* for all District after-school staff and administration.

Recess Implementation Consultative Visits:
The purpose of each consultative visit is to move a school closer to a well thought out, coordinated recess system that helps shift the entire school culture. In order to accomplish this:

1. Each school will receive a visit of on-site assistance & consulting with **one visit happening prior to the official start of the Recess Implementation** (additional visits can be added at the daily consulting rate of $2,500, priced before travel).
2. Consultative Visits consist of a range of services, including, but not limited to: recess observations, modeling of games with students, a recess team check in, and a Playground Assessment.
3. During each consultative visit, the recess team needs to be available to meet as a group with the trainer for 60-90 minutes.
4. The focus of each 60-90 minute session will consist of the following topics:
    a. Assessment
    b. Recess Action Planning
    c. Reassessment and Plan Revisions
    d. Implementation Revisions/ Fine-tuning
    e. Program Evaluation

Recess Implementation Sustainability Strategizing

1. The Playworks Trainer will work with each participating school to schedule the Consultative Visits.
2. Consultative Visits that are cancelled by an individual school after travel has been booked cannot be rescheduled.

Recess Implementation Workshops

1. Each school will receive up to 12 hours of professional development.
2. Schools will work in 2 site cohorts (2 cohorts; 8 school per). Playworks Training will work with the District to accommodate school sites based on proximity, region or need.
3. The Playworks Trainer will work with each participating school to schedule the trainings

4. Workshops that are cancelled by an individual school after travel has been booked cannot be rescheduled.
5. Participants of each training will include all members of the recess team and all staff that is on the playground during recess.

Successful Recess Implementation:
The District and Schools understand that the following will influence the level of success of the Recess Implementation Training Program.

1. A Parent or Staff member at each elementary school will be designated as the "Recess Coach."
2. The Recess Coach will be present on the playground five days a week during 100% of all recess times.
3. In addition to and separate from the Recess Coach, Schools agree to provide adequate adult yard supervision during all recess.
4. Playworks Trainer and Recess Coach will work with the School to create an organized playground environment during all school recesses. Playworks believes that recess is an integral part of the school day.
5. Playworks recommends that the Recess Coach also be given occasional access to classes in order to teach games to smaller groups of students.
6. Playworks recommends that the Recess Coach's work hours include 1-2 hours before recess begins to implement recess systems.

Training Data Collection: The District and Schools agrees to participate in reasonable data collection efforts at various times throughout the year. This may include, but is not limited to:

- teacher surveys
- recess coach surveys
- principal surveys
- student surveys
- email questionnaire
- phone interview
- written statement about services and impact

* Playworks maintains confidentiality of all student-level data and reports only in aggregate to funders.

Training Equipment:
Each Recess Implementation School (5) has the option to receive basic equipment kit to help support recess time. Playworks believes that equipment can be used as a medium to help facilitate play, but is not a determining factor to the success of recess.
Replacement and upkeep of the equipment is the responsibility of the School and/or District

Equipment to be included with the Recess Implementation Training (one set of equipment per school that receives a full day of Consultation):

- 2 – 6" soft balls
- 1- 16" Playground ball
- 4- 8" rubber Kick balls
- 2- Soccer balls
- 1- Football
- 2- Basketballs
- 6-Jump Ropes
- Chalk
- 50- Cones
- 4- Sets of 15 flags
- Playworks Game Guide

Playworks Trainer will NOT function in a supervisory role of the Recess Coach, but will be able to provide administrators with periodic updates. Updates typically include goals and objectives (created by Recess Coach and Playworks Trainer) and recess observations (completed by Playworks Trainer).

Playworks Mandatory Job Requirements & Mandatory Screening

Fingerprinting and Background Check: Background checks are conducted on all employees. Playworks uses various agencies/processes to conduct the background checks and fingerprints (depending on the state). We conduct State and FBI background checks and sexual offender checks on the National Sex Offender Public Registry Website (NSOPR). Any finding of criminal history may be cause for non-hire and/or termination. Employment is contingent on satisfactory completion of a background check.

Guidelines for Mandated Reporting at Playworks: At Playworks we adhere to the laws and regulatory requirements specified for Mandated Reporters. Mandated Reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (local police/sheriff's department).

CPR and First Aid: All school site staff must be CPR and First Aid certified. Playworks provides mandatory CPR and First Aid training for certification and re-certification.

Tuberculosis (TB) Testing: All school site staff must have a negative TB test or clear chest x-ray on file to work in the public schools. TB tests are valid for 24 months.

Program Suspension/Termination: At the discretion of Playworks or the School, and with reasonable advance notice, programming may be discontinued at the School during the course of the school year. Playworks reserves the right to suspend programming if payment of amounts owed is not made in a timely manner.

Liability: Playworks agrees to provide the district with current insurance for both liability and workers compensation for all Playworks employees. The certificate of insurance must name the district as additional insured. The District will provide their own liability covering all District employees that attend/ participate Playworks programming.

Reciprocal Indemnification: By signing this agreement **Santa Ana Unified School District hold harmless Playworks**, its directors, officers, employees, agents, affiliates, distributors, successors and assigns (collectively "Playworks") from any and all liability arising from the training. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines, settlements and all other amounts that Playworks becomes legally obligated to pay because of any claim or claims made against Playworks arising from the Event.

By signing this agreement, **Playworks agrees to indemnify and hold harmless Santa Ana Unified School District** its directors, officers, employees, agents, affiliates, successors and assigns for any and all claims for death, bodily injury and damage to tangible property caused by the sole negligence or wrongful act of Playworks staff, agents or representatives, arising from this training event. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines and settlements and all other amounts that the District becomes legally obligated to pay because of any claim or claims made against District arising from the Event.

District Agreement: This memorandum of understanding between Playworks and Santa Ana Unified School District (the "District") is made part of the attached District's "Agreement for Special Contract Services".
Cancellations: Cancellations must occur at least eight weeks (60 days) prior to the agreed upon training date. Cancellations received after July 15th, 2016 are non- refundable. "No shows" are non- refundable.

Please notify us immediately of any problems in regards to the payment schedule. Payments can be made out to: *Attn: Accounting, Playworks, 380 Washington St, Oakland, CA 94607*

Cost:

Training: Recess Implementation for 16 sites*	$49,000
*$3,062.50 per site	

Total Cost of Project: **$49,000**

Payment Schedule:

Payment is due within 30 days of receipt of the invoice. After 30 days, a late fee of two percent of any outstanding balance will be charged monthly. Invoices will be sent monthly, on the 1st of each month starting August 2016 and ending June 2017.

Playworks Education Energized

Signed: _____ Michelle Serrano
Associate Director, Southern California
Date: _____

Signed: _____ Hector Salazar
Senior Account Manager, Playworks Training
Date: _____

Santa Ana Unified School District

Sign: _____ Name: _____
Title: _____
Date: _____

Sign: _____ Name: _____
Title: _____
Date: _____

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Playworks Team Up for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Playworks Team Up for the 2016-17 school year.

ITEM SUMMARY:

- Agreement Starts: July 1, 2016
- Agreement Ends: June 30, 2017
- Agreement will provide services to 6,261 students at nine schools

RATIONALE:

The Playworks Team Up program provides on-site consultation by teaming up with school staff who support recess. Playworks staff works directly with a designated school recess team to model and teach the strategies, games, and systems to develop and sustain a positive recess culture.

Playworks will be providing services to 6,261 students from Adams, Diamond, Fremont, Jefferson, Kennedy, King, Martin, Muir Fundamental, and Wilson elementary schools.

LCAP Goal 3: All students and staff will work in a healthy, safe, and secure environment that supports learning.

FUNDING:

Various School Site Funds: $166,500

RECOMMENDATION:

Approve the agreement with Playworks Team Up for the 2016-17 school year.

MR:ez

PLAYWORKS TEAMUP

Team up to transform and maintain a positive recess culture.

A Playworks site coordinator teams up with your school staff who support recess.

Challenges to a Healthy School Culture
Too often we hear from principals and teachers about problems during recess: conflict on the playground, bullying, or students just sitting on the sidelines feeling excluded and not getting enough physical activity.

Our Solution
We are changing school culture by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills.

With **TeamUp**, Playworks provides on-site consultation by teaming up with school staff who support recess. Playworks staff work directly with a designated school recess team to model and teach the strategies, games, and systems to develop and sustain a positive recess culture. In partnership with the school, we create opportunities where students are active, learn leadership skills and conflict resolutions tools, and practice respectful and inclusive behavior.

On-site consultation with recess team

Students learn games at Class Game Time

Junior Coaches lead at recess

PLAYWORKS

CONTACT:
Michelle Serrano, Associate Director
MSERRANO@PLAYWORKS.ORG
PLAYWORKS SOUTHERN CALIFORNIA
460 E. Carson Plaza Dr. Suite 106
Carson, CA 90746
VISIT PLAYWORKS.ORG

Transform your school with the power of play.
Contact Michelle Serrano at 310.822.4148
or mserrano@playworks.org.

HOW TEAMUP WORKS

- AN EXPERIENCED SITE COORDINATOR works with your recess team one week per month. During the week, the site coordinator models and demonstrates best practices and provides ongoing training and consultation for the recess team. In addition, the site coordinator provides trainings for teachers and administrators, setting shared values and expectations for student behavior across all staff.

- WITH YOUR TEAMUP PROGRAM, your site coordinator and recess team focus on three key programmatic areas:

1. Recess - The site coordinator and your recess team develop standard agreements for behavior and conflict resolution skills, teach kids the rules and strategies of the games, and recruit disengaged students to participate.

2. Junior Coach Program - The site coordinator and your recess team will implement a Junior Coach program to establish student leadership within the school and to build student ownership of key recess responsibilities. In collaboration with your teachers, students from 4th and 5th grades are chosen to serve as role models on the playground. Trainings for Junior Coaches are held regularly, outside of school time.

3. Class Game Time - The site coordinator leads instructional time with individual classes throughout the year. During this time the coach teaches foundational skills and activities that will prepare students to enjoy recess and increase engagement.

- A HEALTHY SCHOOL PARTNERSHIP with Playworks is achieved through open communication, an understanding of play's importance in childhood development, and the shared belief that every child should have access to play every day. This ensures that expectations of positive behavior spill into the classroom and community. With TeamUp, the partnership includes:
    - Shared program management - A highly experienced Playworks program manager works directly with school administration to oversee the implementation and support of TeamUp at each school site.
    - Program resources and evaluation tools - Playworks provides schools with resources and tools for ongoing assessment, evaluation, and implementation of TeamUp.

Playworks changes school culture by leveraging the power of safe, fun, and healthy play at school every day. Playworks currently serves more than 900 schools in 23 cities, and reaches approximately 494,000 students directly and through professional training services.

PLAYWORKS.ORG

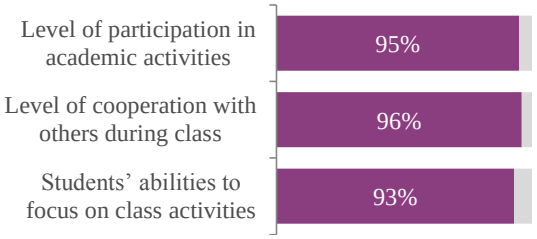
School Survey Results

PLAYWORKS

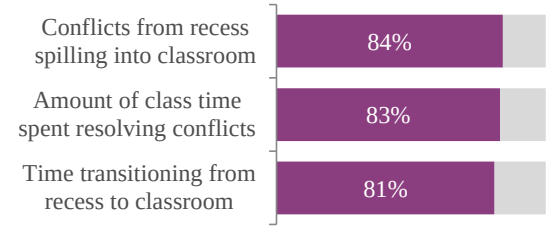
Southern California 2015

In the Classroom

% of staff that report an INCREASE in...



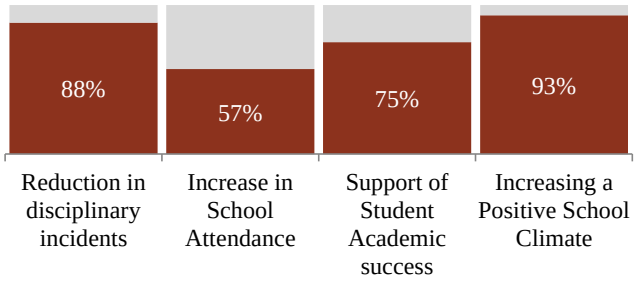
% of staff that report a DECREASE in...



23 Average number of hours recovered transitioning from recess to learning

Overall

% of staff report had a POSITIVE impact on:

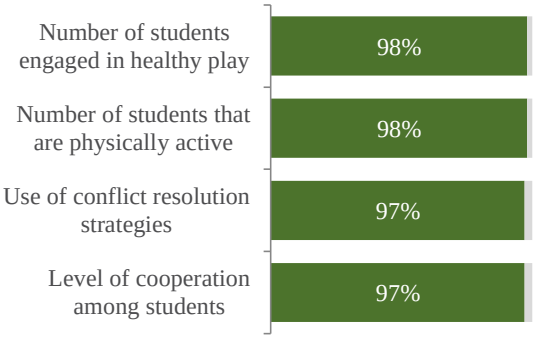


98% of adminstrators, teachers and support staff want Playworks to return next year

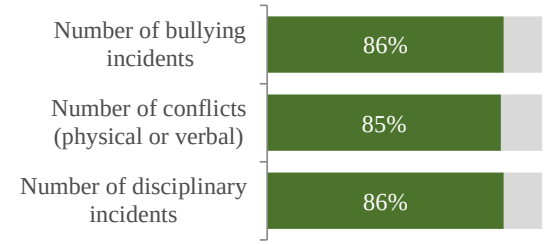
508 Total responses

On the Playground

% of staff that report an INCREASE in...



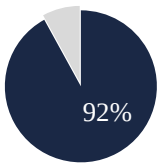
% of staff that report a DECREASE in...



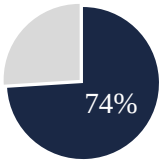
Youth Leadership

% of staff that report Junior Coaches take a leadership role...

During recess



Outside recess



Beyond School

% staff reported Playworks supports the following:

87% Helps students develop necessary skills to succeed in **the classroom and their commuunity**

83% Helps students develop necessary skills to succeed **in the workplace**

POSITIVE FINDINGS FROM A RANDOMIZED CONTROLLED TRIAL EVALUATION

PLAYWORKS SCHOOLS HAVE LESS BULLYING

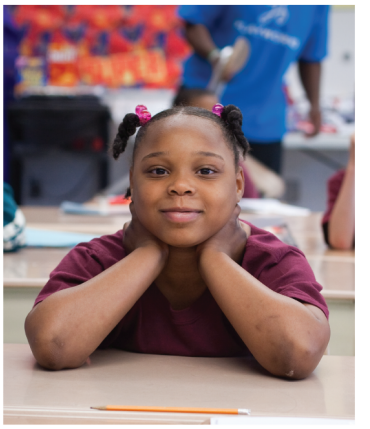
Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores[i].

43% LESS

STUDENTS FEEL SAFER AT SCHOOL

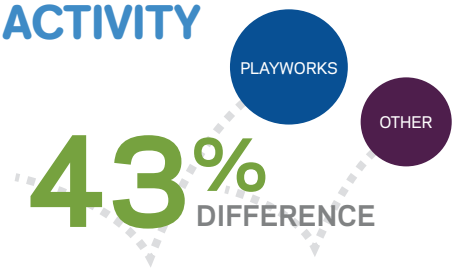
Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools[ii].

20% HIGHER RATING



STUDENTS ARE ENGAGED IN MORE VIGOROUS PHYSICAL ACTIVITY

Accelerometer data showed that children in Playworks schools spent significantly more time in vigorous physical activity at recess* (14% versus 10% of recess time, which is a 43% difference)[iii].



43% DIFFERENCE

STUDENTS ARE READY TO LEARN

34% FEWER MINUTES

Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)[iv].

PLAYWORKS

Source: Statistically significant findings from "Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior" and "Findings from an Experimental Evaluation of Playworks: Effects on Play, Physical Activity and Recess". Mathematica Policy Research, 2013

i (n=295); Significantly different from zero at the .05 level, two-tailed test
ii (n=296); Significantly different from zero at the .05 level, two-tailed test
iii (n=1,579); Significantly different from zero at the .10 level, two-tailed test
iv (n=293); Significantly different from zero at the .10 level, two-tailed test
* compared to those in control schools

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Playworks, 460 E. Carson Plaza Drive, Suite 106, Carson, CA 90746** hereinafter referred to as "CONTRACTOR."

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

The Playworks Team Up program provides on-site consultation by teaming up with school staff who support recess. Playworks staff works directly with a designated school recess team to model and teach the strategies, games, and systems to develop and sustain a positive recess culture.

Playworks will be providing services to 6,261 students from Adams, Diamond, Fremont, Jefferson, Kennedy, King, Martin, Muir Fundamental, and Wilson elementary schools.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **One Hundred Sixty-Six Thousand Five Hundred Dollars ($166,500**). DISTRICT shall pay CONTRACTOR according

to the following terms and conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in

whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims

of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Playworks**
1601 E. Chestnut Ave	**460 E. Carson Plaza Drive, Suite 106**
Santa Ana, CA 92701	**Carson, CA 90746**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Playworks Team Up Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

PLAYWORKS

EDUCATION ENERGIZED

Playworks Team-Up and Santa Ana Unified School District
2016-17

This proposal is entered into between Playworks Education Energized ("Playworks") and Santa Ana Unified School District (the "District").

Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

The mission of Playworks is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Playworks contracts with schools to provide a high quality, multi-faceted program to accomplish this mission during the school day and after school. To that end, Playworks has been providing play to children for 20 years in elementary schools and youth organizations nationwide.

Our innovation has spread across the country with enormous momentum from word-of-mouth among teachers, principals and parents. This school year Playworks is reaching more than 750,000 children in 1,300 schools increasing safe and healthy play every day. For us at Playworks, the relatively recent spotlight on the value of social/emotional learning is a validation of our innovation and its impact for children.

Academic researchers have, for decades, lauded the extraordinary importance of play in childhood to develop the ability to interact with others and to learn. Play is a natural vehicle for encouraging and developing the competencies the youth development and education fields have now labeled as critical to healthy child development, things like self-awareness, self-control, empathy, social awareness and conflict resolution.

Playworks has demonstrated in thousands of schools and organizations that play is a powerful and ubiquitous opportunity to develop social/emotional skills in children. Our success goes beyond simply providing well-trained young adults and a proven curriculum to schools. Playworks has developed new skills in tens of thousands of youth workers, teachers, principals, parents and other school staff so they can develop positive social behaviors in the children they work with each day.

Playworks has been evaluated with a randomized control trial that determined our innovative approach to integrating play throughout the school day has statistically significant impacts on bullying, vigorous physical activity, transitions from play to classroom instruction and sense of safety. Subsequent evaluations have found impact on attendance and student engagement. We believe play is critical. Children must learn and develop through play and in environments that recognize and cultivate positive interactions among students and adults. This need simply cannot be fulfilled with cognitive skill development alone.

Scope of work

Playworks and the District will partner to increase opportunities for safe and meaningful play for every kid in Santa Ana Unified School District's elementary schools. For the duration of the 2016-2017 school year, Playworks will provide a mix of services addressing the unique needs of each partnering school. Playworks will provide an on-site shared Site Coordinator to both implement and model recess programming at **Diamond, Fremont, Jefferson, John Muir, Glenn Martin, Adams, Wilson, King and Kennedy Elementary Schools** for designated recess teams.

TeamUp Logistics

1. The Playworks Site Coordinator will be an employee of Playworks.

2. The Playworks Site Coordinator is trained by Playworks and receives regular training and supervision throughout the school year. The site coordinator receives training in youth development, group management, safety and leading healthy play and physical activities for elementary age students. Site coordinators are CPR/first aid certified, are fingerprinted through the Department of Justice and are tested negative for tuberculosis. Site coordinators also attend a mandated reporting workshop and are required by law to report suspected child abuse.

3. A Playworks Program Manager is responsible for supervision of the site coordinator and should be contacted regarding any program problems or questions.

4. Playworks programming is not a substitute for physical education (PE). Playworks Site Coordinators may coordinate with an existing PE program, but are in no way a substitute for credentialed PE teachers or a PE program. Playworks staff may not support the process for grading students related to PE.

5. If the site coordinator is unable to deliver programming due to illness or emergency, the program manager will communicate to the School their availability to support implementation of the Junior Coach training, coaching sessions with the recess coach and additional observation visits as needed.

6. The School will identify two roles that will support implementation of this program, the **School Recess Coach** and **School Recess Manager**.
   a. **School recess coach**: School will identify a recess coach who will co-facilitate program components and receive on-going coaching and professional development from the site coordinator and program manager. The school recess coach will be an employee of the School. The recess coach will deliver the Playworks program during the days that the Playworks Site Coordinator is off-site.
   b. **School recess manager**: School will identify a recess manager who will serve as the direct supervisor for the recess coach and will serve as the School's liaison for the site coordinator and program manager.

TeamUp Implementation Weeks

7. Schedule:
   a. Playworks will provide the School with **one** site coordinator Monday through Friday for one week out of every 4 weeks during the course of the school year, four days a week for a total of 5 to 7 hours for in-school and out-of-school programming and one day a week for a total of 4 hours of in-school programming.
   b. Playworks will provide School with schedule for TeamUp implementation weeks.

c. In some cases, due to the School Calendar, Playworks may utilize certain weeks to implement program components on a daily versus a weekly schedule.
d. Final program schedules and preparation periods will be approved by both Playworks and School at the start of the school year.

8. **Program Components**: There are three components that the Playworks Site Coordinator will provide both consultation and facilitation during the TeamUp implementation weeks:

Recess *(grade level: all grades)*
Playworks will work with the school recess coach to use the recess times to coordinate the playing of core playground games and sports as well as to introduce skills building exercises and cooperative games. During this time the site coordinator will provide consultation and modeling for the school recess coach on strategies for recess facilitation. During recess, the site coordinators are focused on facilitating recess and consulting the recess coach and are not available for yard supervision. Playworks and the School will work together to create an indoor recess plan in case of inclement weather. The School agrees to provide adult yard supervision during all recess periods. Playworks does not support the removal of recess privileges for extended periods of time as a method of discipline.

Junior Coach Program *(grade level: 4-6)*
Playworks will provide a Junior Coach program to establish student leadership within the school and to build student ownership of some key school functions. Junior Coaches are selected through a process that includes student application, teacher recommendation and parent permission. These students serve as role models on the playground during recess. Playworks will work with the School and the school recess coach to implement this Junior Coach program.

- During the School Day: Junior Coaches are required to participate as leaders at recess 1-3 times a week. Junior Coaches are expected to make up missed work and maintain good grades to participate in the program. Junior Coaches will lead games and activities during the recess time as well as help students manage conflicts if they arise.
- *Out of School Time*: The site coordinator will provide 2-4 hours of engaging skill development trainings, team-building games and fun Playworks activities. The trainings may be held before school, after school or during enrichment or elective blocks during the school day. Trainings are based on Playworks JCLP curriculum that includes, but is not limited to, thematic units on *Junior Coach Job Training*, *Conflict Resolution Strategies*, *Leadership Development* and *Inclusion Practices*. Playworks Site Coordinators lead trainings and skill practice activities in order to prepare Junior Coaches for their leadership role on the playground. Junior Coach teams are limited to 15 students per training. Junior Coach attendance is required for all trainings in order for Junior Coaches to participate in their leadership role at recess.

Class Game Time *(grade level: all grades)*
Playworks Site Coordinators provide classroom teachers Class Game Time. The purpose is to teach students and teachers the rules, expectations and skills of the games and activities provided during recess in a safe and organized setting. The site coordinator will work with the School to create the best possible Class Game Time schedule. Depending on the number of classrooms being served, Class Game Times will range from 30 to 40 minutes on a rotating schedule. The School agrees to provide the presence of a credentialed adult, preferably the classroom teacher, during the Class Game Time session. Playworks requires the site coordinator's approval on all Class Game Time schedules before distribution to school and

teachers**.** Site coordinator s cannot schedule Class Game Times during any regularly scheduled recess period.

9. **Professional Development:**
   a. The Playworks Site Coordinator and Program Manager will provide the School with eight hours of professional development throughout the course of the school year. Workshop content will include: Playworks Theory of Change, Playworks program implementation training and sustainable program model strategy.
   b. The School will determine whether professional development workshops will require attendance of all school staff or specified staff responsible for program implementation, management and support.
   c. The school recess coach will be required to attend all professional development sessions.

10. **Coaching Sessions:**
    a. The site coordinator will provide a minimum of one hour of coaching sessions with the recess coach during their TeamUp week to support their skill development and capacity to facilitate recess and the Junior Coach program during the school implementation weeks.
    b. Coaching content will include: group management strategies, rapport building, game facilitation, curriculum delivery, program implementation management and program quality strategy.
    c. Playworks and the School will determine the schedule for the coaching sessions at the beginning of the school year.

11. **Curriculum and Assessment Tools:**
    a. The School will be provided with Playworks curriculum that supports program implementation. The curriculum includes: Playworks Playbook, Junior Coach Leadership Program lesson plans and Class Game Time lesson plans.
    b. The School will be provided with recess assessment tools to support the ongoing evaluation of program quality

School Implementation Weeks

12. During these weeks the Playworks Site Coordinator will not be on-site directly facilitating program components or coaching sessions with the school recess coach.

13. The School agrees to support the school recess coach to be present to facilitate the following components:
    a. Recess *(grade level: all grades):* school recess coach will implement the recess program model as defined by Playworks.
    b. Junior Coach Leadership Program *(grade level: 4-6):* school recess coach will support the Jr Coach Program implementation through the supervision and management of Junior Coaches at recess.

14. The program manager will conduct observation visits at least once during school implementation weeks. During this time the program manager will observe and assess recess function and efficacy including the impact of the Junior Coach program during recess. The program manager will provide feedback to the recess coach manager to address a continuous program quality improvement strategy.

15. The program manager will conduct a minimum of 2 consultation visits, one in the fall and one in the spring. During this time the program manager will formally evaluate program implementation and provide school administration with a report with assessments and recommendations. The program manager will schedule at least one visit in the spring with the school administration to evaluate the ongoing Playworks

programming services and product support for continued school climate improvement.

School Partnership

Playworks and the School understand the importance of the role of the School in the successful implementation of Playworks program at their site. As such the School agrees to:

16. Identify and manage the recess coach and recess manager role throughout the school year.

17. Commit to ensuring recess coach is present for all program implementation, professional development and coaching sessions. The total hours will include: all hours for recess periods, **one hour** per TeamUp week for Recess Coach to attend coaching session with Site Coordinator, and **eight hours** of professional development off site per year.

18. Attend all consultation and evaluation meetings scheduled with program manager.

19. **Program Implementation:**
    a. Support implementation of each program component as described under TeamUp Implementation Weeks and School Implementation Weeks
    b. Schedule date for staff training prior to program start date.

20. **Data Collection:**
    a. The School will participate in data collection efforts at various times throughout the year necessary to support Playworks programming and reporting requirements including but not limited to surveys of teachers, principal and/or students, student attendance, limited disciplinary records and health and leadership assessments
    b. The principal will be provided with a data collection schedule at the start of the school year. The principal agrees to manage school staff completion of data collection in a timely manner for Playworks.
    c. Playworks maintains confidentiality of all student-level data and reports only in aggregate to funders.

21. Purchase and provide a basic set of playground equipment, based on a sample list provided, before the beginning of the school year. Playworks will support the recess coach with systems to maintain the equipment throughout the school year.

22. Provide a workspace for the site coordinator, classroom space for Junior Coach Leadership Program trainings as well as access to a computer and the Internet.

PLAYWORKS

Playworks Mandatory Job Requirements & Mandatory Screening

Fingerprinting and Background Check: Background checks are conducted on all employees. Playworks uses various agencies/processes to conduct the background checks and fingerprints (depending on the state). We conduct State and FBI background checks and sexual offender checks on the National Sex Offender Public Registry Website (NSOPR). Any finding of criminal history may be cause for non-hire and/or termination. Employment is contingent on satisfactory completion of a background check.

Guidelines for Mandated Reporting at Playworks: At Playworks we adhere to the laws and regulatory requirements specified for Mandated Reporters. Mandated Reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (local police/sheriff's department).

CPR and First Aid: All school site staff must be CPR and First Aid certified. Playworks provides mandatory CPR and First Aid training for certification and re-certification.

Tuberculosis (TB) Testing: All school site staff must have a negative TB test or clear chest x-ray on file to work in the public schools. TB tests are valid for 24 months.

Program Suspension/Termination: At the discretion of Playworks or the School, and with reasonable advance notice, programming may be discontinued at the School during the course of the school year. Playworks reserves the right to suspend programming if payment of amounts owed is not made in a timely manner.

Liability: Playworks agrees to provide the district with current insurance for both liability and workers compensation for all Playworks employees. The certificate of insurance must name the district as additional insured. The District will provide their own liability covering all District employees that attend/ participate Playworks programming.

Reciprocal Indemnification: By signing this agreement **Santa Ana Unified School District hold harmless Playworks**, its directors, officers, employees, agents, affiliates, distributors, successors and assigns (collectively "Playworks") from any and all liability arising from the training. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines, settlements and all other amounts that Playworks becomes legally obligated to pay because of any claim or claims made against Playworks arising from the Event.

By signing this agreement, **Playworks agrees to indemnify and hold harmless Santa Ana Unified School District** its directors, officers, employees, agents, affiliates, successors and assigns for any and all claims for death, bodily injury and damage to tangible property caused by the sole negligence or wrongful act of Playworks staff, agents or representatives, arising from this training event. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines and settlements and all other amounts that the District becomes legally obligated to pay because of any claim or claims made against District arising from the Event.

District Agreement: This memorandum of understanding between Playworks and Santa Ana Unified School District (the "District") is made part of the attached District's "Agreement for Special Contract Services".

Cancellations: Cancellations must occur at least eight weeks (60 days) prior to the agreed upon training date. Cancellations received after July 15th, 2016 are non- refundable. "No shows" are non- refundable.

Please notify us immediately of any problems in regards to the payment schedule. Payments can be made out to: *Attn: Accounting, Playworks, 380 Washington St, Oakland, CA 94607*

Cost:

TeamUp:	Shared Coach model for 9 sites *$18,500 per site	$166,500

Total Cost of Project: **$166,500**

Payment Schedule:

Payment is due within 30 days of receipt of the invoice. After 30 days, a late fee of two percent of any outstanding balance will be charged monthly. Invoices will be sent monthly, on the 1st of each month starting August 2016 and ending June 2017.

Playworks Education Energized

Signed: _____ Michelle Serrano
Associate Director, Southern California
Date: _____

Santa Ana Unified School District

Sign: _____ Name: _____
Title: _____
Date: _____

Sign: _____ Name: _____
Title: _____
Date: _____

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Rankin's Commercial Security for Electronic Security Door Lock System Support District-wide for 2016-17 Fiscal Year**

ITEM: **Consent**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **David Woolsey, Interim Director, Construction**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to enter into an agreement with Rankin's Commercial Security (RCS) for the 2016-17 fiscal year.

ITEM SUMMARY:

- Amount: $10,000
- Contract Start: July 1, 2016
- Contract End: June 30, 2017
- Services include technical support, trouble shoot access control needs, and data backup on a weekly basis.

RATIONALE:

The firm will provide ongoing upgrades, support, and maintain the electronic alarm lock access control system District-wide on an as need basis.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Ongoing and Major Maintenance Fund: $10,000

RECOMMENDATION:

Approve the agreement with Rankin's Commercial Security for security lock system support District-wide for the 2016-17 fiscal year.

OW:rb

Consultant Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Rankin's Commercial Security (RCS)** 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, DISTRICT is in need of such special services and advice; and 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:***

Upgrade and support/maintain electronic security door lock system Districtwide.

Services shall be provided by Rankin's Commercial Security (RCS).

2. ***Term:*** CONSULTANT shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **06/30/2017**

3. ***Compensation:*** DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Ten Thousand Dollars ($10,000.00). DISTRICT shall pay CONSULTANT according to the following terms and conditions: Total not to exceed $10,000.00 for support and maintenance for district's electronic security door lock system.

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 Consultant:*** CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent consultant. CONSULTANT understands and agrees that he/she and

all of 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 Workers' 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 its 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, ideas, dialogue, compositions, recordings, teleplays, and/or 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 a 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 giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this 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 a bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed on account of 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 the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another consultant. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges 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 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's 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 this 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONSULTANT, 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 governing board, officers, agents and employees as additional insureds under said policy.

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, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

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. ***Nondiscrimination:*** CONSULTANT agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age 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) by 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:	CONSULTANT:
Santa Ana Unified School District	**Rankin's Commercial Security (RCS)**
1601 E. Chestnut Ave	**472 Pilgrim Rd.**
Santa Ana, CA 92701	**Bonners Ferry, ID 83805**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Exhibit A. – Proposal by Rankin's Commercial Security (RCS)

b. Exhibit B. – Accord Certificate of Liability

c. Exhibit C. – W-9

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2016.

DISTRICT:	CONSULTANT:
By: _____	By: _____
Signature	Signature
Orin L. Williams	
Printed Name	Printed Name
Assistant Superintendent, Facilities and Governmental Relations	
Title	Title
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval to Renewal Agreement with Zarca Interactive, Inc., dba K12 Insight for Period of July 1, 2016 through June 30, 2017**

ITEM: **Consent**
SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**
PREPARED BY: **Deidra Powell, Chief Communications Officer**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of renew the agreement with Zarca Interactive, Inc., dba K12 Insight for Period of July 1, 2016 through June 30, 2017.

ITEM SUMMARY:

- Let's Talk serves as a communication tool between the community and the District with a web-based reporting dashboard.
- Contract starts: July 1, 2016 through June 30, 2017

RATIONALE:

This project is to continue to assist the District with enhancing communication and engagement with our parents, community members, and staff with a web-based tool that allows for a two-way dialogue that is timely, efficient, and tracked in a reporting dashboard to ensure that we are meeting the needs of our stakeholders.

FUNDING:

General Fund: $82,500

RECOMMENDATION:

Approve the agreement with Zarca Interactive, Inc., dba K12 Insight for Period of July 1, 2016 through June 30, 2017.

SP:mm

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **K-12 Insight, LLC, 2291 Wood Oak Dr., Suite 300, Herndon, VA 20171, (703) 542-9600** hereinafter referred to as "CONTRACTOR."

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, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR 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. **Contractor will provide continuous and ongoing support via a dedicated Let's Talk customer service team and access to dedicated engagement specialists to assist in feedback management and implementation.**

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **July 1, 2016** and will diligently perform as required and complete performance by **June 30, 2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Eighty-Two Thousand Five Hundred Dollars ($82,500)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions: **N/A**.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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.**

CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**K-12 Insight, LLC,**
1601 E. Chestnut Ave	**2291 Wood Oak Dr., Suite 300**
Santa Ana, CA 92701	**Herndon, VA 20171**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein. **N/A.**

THIS AGREEMENT IS ENTERED INTO THIS **1st** DAY OF **July, 2016.**

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
June 28, 2016	46-437870
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Ratification of Acceptance of Turnaround Arts: California Grant Funds by Sierra Preparatory Academy and Willard Intermediate Schools for June 25, 2016 through June 30, 2017**

ITEM: **Consent**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of the Turnaround Arts: California grant funds by Sierra Preparatory Academy and Willard intermediate schools for June 25, 2016 through June 30, 2017.

ITEM SUMMARY:

- Grant acceptance amount: $18,000 – Sierra Preparatory Academy Intermediate
  $18,000 – Willard Intermediate
- Three-year partnership with 2016-17 school year being the first full year.

RATIONALE:

The program brings arts-based educational strategies to elementary and middle schools to narrow the opportunity gap, increase student engagement, and improve campus culture and climate. Support and resources provided by the Turnaround Arts: California include:

- Professional development for the entire teaching staff
- Coaching for art and music teachers
- A national conference
- Strategic arts planning tools
- Partnerships with community arts organizations and teaching artists
- Supplemental art supplies and musical instruments
- An arts event at the school
- Participating in national high-profile activities
- A Turnaround Artist: Californian promotional materials, website and social media, as appropriate

The program began start-up work in the spring of 2016, with a national conference in the summer of 2016. The first full year of this grant is the 2016-17 school year and will continue for three years, with an evaluation at the end of each year.

This grant supports LCAP goal 2.3 “Increase resources to schools to support extracurricular programs for students, instructional materials, and other programs and supplies to enhance student outcomes,” and LCAP goal 2.6 “Ensuring access for low-income pupils to the core instructional program including, but not limited to, implementing project-based learning, increasing Visual and Performing Arts (VAPA), and physical education courses.”

FUNDING:

Turnaround Arts: California Grant:	$18,000 - Sierra Preparatory Academy
	$18,000 - Willard

RECOMMENDATION:

Approve the acceptance of the Turnaround Arts: California grant funds by Sierra Preparatory Academy and Willard intermediate schools for June 25, 2016 through June 30, 2017.

LP:sz

TURNAROUND:ARTS
creating success in schools

June 9, 2016

Dear Jesse Church,

Congratulations on Sierra Preparatory Academy's selection to participate in the Turnaround Arts program! The President's Committee on the Arts and the Humanities and Turnaround Arts: California welcome you to our national network of districts, organizations, and schools working to utilize the arts as a core turnaround strategy.

The purpose of the following Memorandum of Agreement is to outline the roles and responsibilities of the national Turnaround Arts program, the local Turnaround Arts program, and your school and district. We ask that you review these responsibilities in depth with your staff and close partners to ensure all parties are familiar with the obligations and benefits of the program. Once you have fully reviewed this agreement, please sign and return it to us via email no later than **June 17, 2016**.

If you have any questions, please contact Zipporah Yamamoto at zipporah@turnaroundartsca.org or 310.482.3133.

We very much look forward to working with you in the years to come.

Warm regards,

Malissa Feruzzi Shriver
Executive Director
Turnaround Arts: California

MEMORANDUM OF AGREEMENT

TO: Jesse Church, Sierra Preparatory Academy, Santa Ana Unified School District

FROM: Malissa Feruzzi Shriver, Executive Director, Turnaround Arts: California

RE: Roles and Responsibilities for Turnaround Arts: California and Sierra Preparatory Academy

Turnaround Arts: California is a partner of Turnaround Arts: National, which is a program of the President's Committee on the Arts and the Humanities in partnership with Americans for the Arts. The obligations of the program between each party begin on June 25, 2016, and end on June 30, 2017, with the expectation that this agreement will be revisited and re-signed at the end of each year for at least the first three years after acceptance into the program so long as both parties agree at the conclusion of each term.

Turnaround Arts: National will provide the following support and resources via Turnaround Arts: California throughout the term of the program.

- Parameters for program practice in using the arts to aid school improvement, program requirements, best practices, and accountability reporting and expectations.
- Invitation to an annual national Summer Leadership Retreat for school teams to plan, receive training, and build a professional learning community among participants. Financial support will be provided to schools in the first year of the program.
- Opportunities for in-school professional development in arts integration for school staff during the school year.
- Ongoing specialized support for principals.
- Community engagements block funds valued at up to $5,000.
- Art supplies valued at up to $4,000 and musical instruments valued at up to $8,000 in the first year.
- Rights to musical productions valued at up to $1,000 each year.
- The designation and coordination of activities with a high-profile artist working with the school.
- Affiliation with the President's Committee on the Arts and the Humanities, managed by Turnaround Arts: California to include:
    - Permission to use the Turnaround Arts brand as defined in the Turnaround Arts school handbook.
    - Press outreach and communications assistance, as requested.
- Support for and coordination of public arts events at the school with students, parents, the community, and assigned high-profile artist at least once during the program term.
- An annual school climate and culture survey provided by Turnaround Arts: National evaluators, the results of which will be made available for analysis.
- A national evaluation process, tracking progress in student and school outcomes.

In return for these services, Sierra Preparatory Academy will adhere to the program requirements listed below throughout the term of the program.

- **Participate and Contribute to the National Turnaround Arts Program Model:** Build and effectively employ the Turnaround Arts capacity-building approach to school improvement in the following ways.
    - Make all necessary efforts to generate, collect and share school and student achievement, discipline and other data needed for Turnaround Arts researchers and public relations staff, including faculty and staff completion of an annual culture and climate survey and signing of parent release forms for appropriate use of student photographs, statements and artwork.
    - Provide feedback and input as requested by Turnaround Arts: California and Turnaround Arts: National.
    - Share evidence and documentation of progress and milestones with Turnaround Arts: California and Turnaround Arts: National to aid ongoing assessment of the program and coalition building.
    - Adhere to all branding and other communications guidelines and restrictions, including cooperating with and obtaining approval from Turnaround Arts: California and Turnaround Arts: National on all press outreach and use of the Turnaround Arts trademark and logo.

- **Implement Across the Turnaround Arts Pillars.** Provide the following resources and prioritization required of the program.
    - **Principal:** Actively participate in and attend regular local principal meetings as organized by Turnaround Arts: California, which include open dialogue about leadership style and growth.
    - **Arts Specialists:** Provide at least 1.0 FTE or as much FTE arts specialist employment as is required to ensure all students, without pull outs or restrictions, receive standards-based arts instruction for at least 45 minutes weekly in the first year taught by a certified arts teacher, and increase capacity for arts specialists each successive year by hiring additional arts specialists, teaching artists, or other experts with guidance from Turnaround Arts: California
    - **(Non-Arts) Classroom Teachers:** Consistently prioritize the development of the arts as a key instructional strategy in all classrooms by mobilizing professional development opportunities, faculty and staff meeting time, professional learning communities and in-class peer support for the entire faculty, and by investing in faculty and staff as experts and capable designers of instruction.
    - **Teaching Artists:** Allocate time for artist residencies, including planning and debrief meetings to maximize their impact, and arrange for faculty and staff to observe and participate in teaching artist instruction.

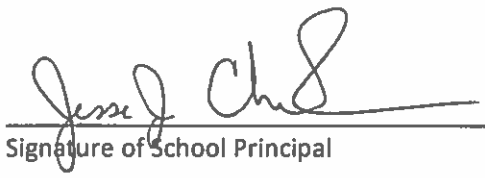
- **Parents, Community Members, and School District Officials:** Foster and integrate the goals and support of the district and state into the implementation of Turnaround Arts work at the school, and facilitate shared ownership to support sustainability.
    - Collaborate with Turnaround Arts: California to communicate effectively with and involve district and state officials.
    - Actively involve the greater community in the implementation of Turnaround Arts at the school, including local universities, businesses, arts organizations, and neighborhood entities.
- **Comprehensive Strategic Approach:** Develop, utilize, and maintain a current strategic arts plan as a compliment to the school improvement plan. Allocate time, capacity, space, and funding to support implementation of this plan, including staff meeting time, shared planning time, and use of instructional coaches.
    - Develop and maintain an arts leadership team, made up of grade-level classroom teacher representatives and arts specialists and led by an arts team leader to serve as point of contact, that meets at least monthly for two hours to work with the principal to establish systems that support Turnaround Arts implementation and communications for the whole school, ultimately supporting whole school change through the arts and following the strategic arts plan.
    - Host school visits for a high-profile artist up to one day per year, Turnaround Arts: National staff at least one day per year, Turnaround Arts: California staff on a regular basis, and other VIPS, professional development providers and guests as requested by Turnaround Arts: National or Turnaround Arts: California. Visits are expected to be prepared, organized, and strategic in order to achieve the highest possible impact for the school community.
- **Professional Development:** Commit substantial available discretionary funding towards development as a Turnaround Arts school, including support for professional development trainers as well as substitutes to release teachers for training, co-teaching, and other forms of peer support and planning.
    - Attend the national Summer Leadership Retreat in the first year of the program with a school team that consists of the principal and two teacher leaders, with lodging and most meals paid for by Turnaround Arts: National in the first year of the program, and prioritize the return of a school team in subsequent years with costs covered by Turnaround Arts: California or local discretionary funds.
- **School Environment:** Beautify the school and celebrate all students by featuring student creativity and expression via increased and impactful student art displays and performances.
    - Work to develop a positive and respectful school culture where all entities have voice, ownership, and opportunities for creative expression.

- **Achieve Overall Progress in the Turnaround Arts Pillars:** Use the arts as a key method of school improvement, and develop capacity across the eight Turnaround Arts pillars.

- Growth goals across the Turnaround Arts pillars will be set in accordance with the goals laid out in the school's strategic arts plan. Targeted pillars should improve from one stage to the next over the course of one year, in accordance with the Turnaround Arts pillars developmental rubric.
- Yearly growth will be determined by Turnaround Arts: California and Turnaround Arts: National. Turnaround Arts: California will oversee assessment using the Turnaround Arts pillars developmental rubric.

Turnaround Arts: California will monitor compliance with the above obligations and, as it deems necessary, initiate remediation procedures for noncompliance of the school. Remediation will support the school's re-entering compliance. The school's failure to reach compliance after reasonable support has been provided will result in termination of program participation. At the end of the program term, Turnaround Arts: California will have the opportunity to enter an annual agreement for subsequent years.

Signature of Superintendent	Signature of Turnaround Arts: California Executive Director
Printed Name of Superintendent	Printed Name of Turnaround Arts: California Executive Director
Date	Date



Signature of School Principal

Jesse J Church IV

Printed Name of School Principal

6/10/16

Date

TURNAROUND:ARTS
creating success in schools

June 9, 2016

Dear Amy Scruton,

Congratulations on Willard Intermediate School's selection to participate in the Turnaround Arts program! The President's Committee on the Arts and the Humanities and Turnaround Arts: California welcome you to our national network of districts, organizations, and schools working to utilize the arts as a core turnaround strategy.

The purpose of the following Memorandum of Agreement is to outline the roles and responsibilities of the national Turnaround Arts program, the local Turnaround Arts program, and your school and district. We ask that you review these responsibilities in depth with your staff and close partners to ensure all parties are familiar with the obligations and benefits of the program. Once you have fully reviewed this agreement, please sign and return it to us via email no later than **June 17, 2016**.

If you have any questions, please contact Zipporah Yamamoto at zipporah@turnaroundartsca.org or 310.482.3133.

We very much look forward to working with you in the years to come.

Warm regards,

Malissa Feruzzi Shriver
Executive Director
Turnaround Arts: California

MEMORANDUM OF AGREEMENT

TO: Amy Scruton, Willard Intermediate School, Santa Ana Unified School District

FROM: Malissa Feruzzi Shriver, Executive Director, Turnaround Arts: California

RE: Roles and Responsibilities for Turnaround Arts: California and Willard Intermediate School

Turnaround Arts: California is a partner of Turnaround Arts: National, which is a program of the President's Committee on the Arts and the Humanities in partnership with Americans for the Arts. The obligations of the program between each party begin on June 25, 2016, and end on June 30, 2017, with the expectation that this agreement will be revisited and re-signed at the end of each year for at least the first three years after acceptance into the program so long as both parties agree at the conclusion of each term.

Turnaround Arts: National will provide the following support and resources via Turnaround Arts: California throughout the term of the program.

- Parameters for program practice in using the arts to aid school improvement, program requirements, best practices, and accountability reporting and expectations.
- Invitation to an annual national Summer Leadership Retreat for school teams to plan, receive training, and build a professional learning community among participants. Financial support will be provided to schools in the first year of the program.
- Opportunities for in-school professional development in arts integration for school staff during the school year.
- Ongoing specialized support for principals.
- Community engagements block funds valued at up to $5,000.
- Art supplies valued at up to $4,000 and musical instruments valued at up to $8,000 in the first year.
- Rights to musical productions valued at up to $1,000 each year.
- The designation and coordination of activities with a high-profile artist working with the school.
- Affiliation with the President's Committee on the Arts and the Humanities, managed by Turnaround Arts: California to include:
    - Permission to use the Turnaround Arts brand as defined in the Turnaround Arts school handbook.
    - Press outreach and communications assistance, as requested.
- Support for and coordination of public arts events at the school with students, parents, the community, and assigned high-profile artist at least once during the program term.
- An annual school climate and culture survey provided by Turnaround Arts: National evaluators, the results of which will be made available for analysis.
- A national evaluation process, tracking progress in student and school outcomes.

In return for these services, Willard Intermediate School will adhere to the program requirements listed below throughout the term of the program.

- **Participate and Contribute to the National Turnaround Arts Program Model:** Build and effectively employ the Turnaround Arts capacity-building approach to school improvement in the following ways.
    - Make all necessary efforts to generate, collect and share school and student achievement, discipline and other data needed for Turnaround Arts researchers and public relations staff, including faculty and staff completion of an annual culture and climate survey and signing of parent release forms for appropriate use of student photographs, statements and artwork.
    - Provide feedback and input as requested by Turnaround Arts: California and Turnaround Arts: National.
    - Share evidence and documentation of progress and milestones with Turnaround Arts: California and Turnaround Arts: National to aid ongoing assessment of the program and coalition building.
    - Adhere to all branding and other communications guidelines and restrictions, including cooperating with and obtaining approval from Turnaround Arts: California and Turnaround Arts: National on all press outreach and use of the Turnaround Arts trademark and logo.

- **Implement Across the Turnaround Arts Pillars.** Provide the following resources and prioritization required of the program.
    - **Principal:** Actively participate in and attend regular local principal meetings as organized by Turnaround Arts: California, which include open dialogue about leadership style and growth.
    - **Arts Specialists:** Provide at least 1.0 FTE or as much FTE arts specialist employment as is required to ensure all students, without pull outs or restrictions, receive standards-based arts instruction for at least 45 minutes weekly in the first year taught by a certified arts teacher, and increase capacity for arts specialists each successive year by hiring additional arts specialists, teaching artists, or other experts with guidance from Turnaround Arts: California
    - **(Non-Arts) Classroom Teachers:** Consistently prioritize the development of the arts as a key instructional strategy in all classrooms by mobilizing professional development opportunities, faculty and staff meeting time, professional learning communities and in-class peer support for the entire faculty, and by investing in faculty and staff as experts and capable designers of instruction.
    - **Teaching Artists:** Allocate time for artist residencies, including planning and debrief meetings to maximize their impact, and arrange for faculty and staff to observe and participate in teaching artist instruction.

- **Parents, Community Members, and School District Officials:** Foster and integrate the goals and support of the district and state into the implementation of Turnaround Arts work at the school, and facilitate shared ownership to support sustainability.
    - Collaborate with Turnaround Arts: California to communicate effectively with and involve district and state officials.
    - Actively involve the greater community in the implementation of Turnaround Arts at the school, including local universities, businesses, arts organizations, and neighborhood entities.
- **Comprehensive Strategic Approach:** Develop, utilize, and maintain a current strategic arts plan as a compliment to the school improvement plan. Allocate time, capacity, space, and funding to support implementation of this plan, including staff meeting time, shared planning time, and use of instructional coaches.
    - Develop and maintain an arts leadership team, made up of grade-level classroom teacher representatives and arts specialists and led by an arts team leader to serve as point of contact, that meets at least monthly for two hours to work with the principal to establish systems that support Turnaround Arts implementation and communications for the whole school, ultimately supporting whole school change through the arts and following the strategic arts plan.
    - Host school visits for a high-profile artist up to one day per year, Turnaround Arts: National staff at least one day per year, Turnaround Arts: California staff on a regular basis, and other VIPS, professional development providers and guests as requested by Turnaround Arts: National or Turnaround Arts: California. Visits are expected to be prepared, organized, and strategic in order to achieve the highest possible impact for the school community.
- **Professional Development:** Commit substantial available discretionary funding towards development as a Turnaround Arts school, including support for professional development trainers as well as substitutes to release teachers for training, co-teaching, and other forms of peer support and planning.
    - Attend the national Summer Leadership Retreat in the first year of the program with a school team that consists of the principal and two teacher leaders, with lodging and most meals paid for by Turnaround Arts: National in the first year of the program, and prioritize the return of a school team in subsequent years with costs covered by Turnaround Arts: California or local discretionary funds.
- **School Environment:** Beautify the school and celebrate all students by featuring student creativity and expression via increased and impactful student art displays and performances.
    - Work to develop a positive and respectful school culture where all entities have voice, ownership, and opportunities for creative expression.

- **Achieve Overall Progress in the Turnaround Arts Pillars:** Use the arts as a key method of school improvement, and develop capacity across the eight Turnaround Arts pillars.

- Growth goals across the Turnaround Arts pillars will be set in accordance with the goals laid out in the school's strategic arts plan. Targeted pillars should improve from one stage to the next over the course of one year, in accordance with the Turnaround Arts pillars developmental rubric.
- Yearly growth will be determined by Turnaround Arts: California and Turnaround Arts: National. Turnaround Arts: California will oversee assessment using the Turnaround Arts pillars developmental rubric.

Turnaround Arts: California will monitor compliance with the above obligations and, as it deems necessary, initiate remediation procedures for noncompliance of the school. Remediation will support the school's re-entering compliance. The school's failure to reach compliance after reasonable support has been provided will result in termination of program participation. At the end of the program term, Turnaround Arts: California will have the opportunity to enter an annual agreement for subsequent years.

Signature of Superintendent	Signature of Turnaround Arts: California Executive Director
Printed Name of Superintendent	Printed Name of Turnaround Arts: California Executive Director
Date	Date

Signature of School Principal

Printed Name of School Principal

Date

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Data-Sharing Agreement between University of California, Merced Center for Educational Partnerships and Santa Ana Unified School District for July 1, 2016 through June 30, 2021**

ITEM: **Consent**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Tran D. Keys, Ph.D., Executive Director, Research and Evaluation**

BACKGROUND INFORMATION:

ITEM SUMMARY:
New state and federal laws require data sharing agreements between District and external service providers.

The purpose of this agenda item is to seek Board approval of the data-sharing agreement between University of California, Merced Center for Educational Partnerships (UCM CEP) and the Santa Ana Unified School District for July 1, 2016 through June 30, 2017. This agreement will allow sharing of information between the parties in relation to the Improving Access to College through Games, Technology, and Social Media. This research study will use District data to assess the effects of Mission: Admission/Get Schooled game-based tools on college outcomes developed by the University of Southern California.

RATIONALE:

The District data will be used by the researchers at UCM CEP to examine the effects of role-playing and online games to increase college access, financial aid opportunities, and to increase academic and policy-related interventions related to enhancing student achievement, high school graduation, and college matriculation. These findings will allow leaders to make future decisions that are likely to improve student achievement and college outcomes.

This agreement supports LCAP goal 1.2 "Implement progress monitoring assessments for all academic programs."

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the data-sharing agreement between University of California, Merced Center for Educational Partnerships and the Santa Ana Unified School District for July 1, 2016 through June 30, 2021.

LP:TK:sz

AGREEMENT GOVERNING RELEASE OF PERSONALLY IDENTIFIABLE STUDENT INFORMATION BY THE SANTA ANA UNIFIED SCHOOL DISTRICT FOR THE PURPOSES OF PROGRAM EVALUATION SERVICES RENDERED BY THE UNIVERSITY OF CALIFORNIA, MERCED, CENTER FOR EDUCATIONAL PARTNERSHIPS

This Memorandum of Understanding ("Agreement"), dated July 1, 2016, states the conditions under which the Santa Ana Unified School District (hereinafter referred to as "SAUSD") will release personally identifiable student information to the University of California, Merced, Center for Educational Partnerships (hereinafter referred to as "UCM CEP") for the purpose of conducting research and sharing information in a manner consistent with the Family Educational Rights and Privacy Act of 1974 ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99).

PREAMBLE

The U.S. Department of Education announced a competition for a federal grant as part of the First in the World ("FITW") Program aimed toward funding the development and testing of innovative approaches and strategies to increase postsecondary access, affordability and completion for the underrepresented, underprepared or low-income students at institutions across the country. USC, in partnership with CSAC, was awarded $3.2 million in grant funds under the FITW program to conduct research on a game-based approach to strengthen college readiness, to facilitate college aspirations and to increase access to and persistence in college (the "Purpose"). The goal of the research is to increase college access and financial aid access opportunities through the use of role-playing games in the classroom and to increase academic and policy-related interventions related to enhancing student achievement, high school graduation and college matriculation through the use of online games.

From Fall 2016, a core group of high school junior students will be selected and followed through their graduating senior year and into their first year of college (Spring 2018) in an effort to increase college-going efficacy, college knowledge, Free Application for Federal Student Aid ("FAFSA")/California Dream Act ("CADA") completion and college application by no less than 10% utilizing the student-centered *Mission: Admission*, online role-playing game (RPG) developed by USC.

This Agreement to allow the release of personally identifiable student information is written under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA permits the release of personally identifiable student data without prior written parental consent if the release is to "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted." 20 USC 1232g(b)(1)(F). UCM CEP is acting as an agent of the California Student Aid Commission (CSAC) for purposes of facilitating data collection and analysis for purposes of this Agreement.

FERPA (34 CFR § 99.31) allows schools to disclose student records, without parental consent, to the following parties or under the following condition:

- Organizations conducting certain studies for or on behalf of the school

Under FERPA (34 CFR § 99.31), the SAUSD will disclose some or all of the following data to UCM CEP:

- A-G GPA
- A-G total units
- A-G units by subject area
- A-G Status
- SAT/ACT Registration
- SAT/ACT Scores
- Application Information to Institutions of Higher Education
- Admissions Information to Institutions of Higher Education
- Enrollment Plans to Institutions of Higher Education
- Student State Identification Number (SSID)
- English Language Learner Status
- Ethnicity
- Free/Reduced Lunch
- First Generation College Student
- Gender
- Foster Care
- Family Income
- Parents Education Level
- FASFA Submission
- Student Name
- Student Date of Birth

SAUSD will release student information with the understanding that:

- No individual student data shall be identifiable in any reports not created specifically for SAUSD
- Qualified personnel at the UCM CEP shall be proficient and experienced in managing secure, confidential data. The UCM CEP and SAUSD agree to restrict distribution of personally identifiable matched data to qualified personnel; in no event will any personally identifiable information be released to any person or organization other than the qualified personnel of the USC, UCM CEP, and SAUSD
- The UCM CEP shall adhere to all legal requirements, including but not limited to the Federal Family Educational Rights and Privacy Act (20 USC 1232g). Should the UCM CEP, its agents, or assignees; the SAUSD, its agents, or assignees; or the United States Department of Education determine that release of data under this agreement does not satisfy the requirements of 20 USC 1232g, any of the parties to this agreement may terminate this agreement and demand the destruction or return of all data supplied by the parties and all data matched or derived there from within three (3) working days

- The SAUSD reserves the right to withhold personally identifiable student data from UCM CEP at any time. The UCM CEP and the SAUSD reserve the right to terminate this agreement at any time.

_____ _____

Lucinda Nares Pueblos, Assistant Superintendent
K-12 School Performance and Culture
Santa Ana Unified School District

Date

_____ _____

Charles Nies, Vice Chancellor
Student Affairs
University of California, Merced

Date

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Submission of Part I of Consolidated Application and Reporting System to California State Department of Education for 2016-17 School Year**

ITEM: **Consent**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Nuria Solis, Director, EL Programs and Student Achievement**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to submit Part I of the Consolidated Application and Reporting System (CARS) to the California State Department of Education for the 2016-17 school year. This approval will allow for continued funding for major Federal categorical programs. The CARS serves as the District's intention to participate in the following categorical programs:

ITEM SUMMARY:
Districts that receive federal funding are required to complete and submit the CARS twice a year for continued federal categorical programs funding.

FEDERAL CATEGORICAL PROGRAMS FUNDED THROUGH CONAPP
NCLB, Title I, Part A
NCLB, Title II, Part A Improving Teacher Quality
NCLB ,Title III, Part A, Language Instruction, EL

RATIONALE:

The Consolidated Application Programs for funding is divided into two portions:

Part I, due to the CDE by June 30, 2016, provides the basic school-level participation data needed by the California Department of Education for presentation to the legislature and federal officials.

Part II, once the District receives official 2016-17 allocations, funding level per site will be incorporated into the second part of the application process. CARS Part II, includes specific school-level categorical budgets and 2016-17 carryover information, which will be submitted to the CDE prior to February 2017.

This application supports LCAP goal 2.1: "Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff" and LCAP goal 2.3: "Increase resources to schools to support extracurricular programs for students. Instructional materials and other programs and supplies to enhance student outcomes."

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the submission of Part I of the Consolidated Application and Reporting System to the California State Department of Education for the 2016-17 school year.

LP:NS:sz

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Renew Subscriptions for Digital Curriculum and Services to Apex Learning for Period of August 1, 2016 through July 31, 2017**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D. Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Alexandra Ito, Director, Learning Innovation with Technology**

BACKGROUND INFORMATION:

The purpose of the agenda item is to seek Board authorization to renew existing online subscription for digital curriculum and services to Apex Learning for the period of August 1, 2016 through July 31, 2017. The online curriculum will be used by all high schools for credit recovery programs.

ITEM SUMMARY:

- Agreement for 12 month single enrollment subscription for 2000 licenses.
- The online curriculum will be used by all high schools for credit recovery programs.

RATIONALE:

At its July 22, 2014 meeting, the Board authorized staff to award a contract to Apex Learning for Digital Curriculum and Services, to be used for high school credit recovery classes for the 2014-15 school year, including summer school.

The Apex Learning contract renewal for the 2015-16 school year was approved at the July 28, 2015 Board meeting in the amount of $104, 800. Students have completed a total of 1,811 course enrollments, 1801 for these enrollments have a 99% passing rate for completed enrollments. There is a current total projection of 2,000 students that will be enrolled in a credit recovery course or independent studies for the 2016-17 school year, including summer school. The Apex Learning cost is $96,000 for online curriculum and materials and $4,400 for professional development, for a total of $100,400.

LCAP Goal 1: All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 1.1: Provide equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology-based resources.

FUNDING:

Various School Site Funds: $100,400

RECOMMENDATION:

Authorization to renew the online subscription for digital curriculum and services to Apex Learning for the period of August 1, 2016 through July 31, 2017.

MR:AI:ez

Santa Ana Unified Sch District

ClassTools Virtual

Summary Progress Report

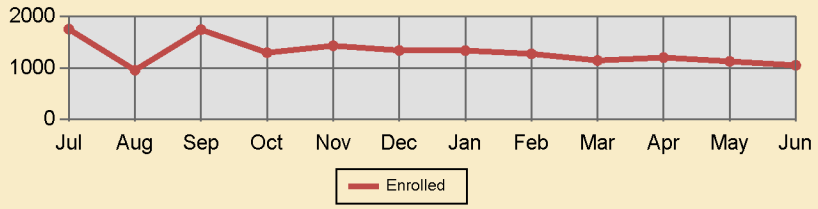
Data is current as of 9:00 PM, June 7, 2016

This report presents key metrics related to your Apex Learning implementation from the start date of the school year, beginning on July 1st, through the date the report was generated. If you would like more information about these metrics, please contact Apex Learning Support at 1-800-453-1454.

Utilization

The table shows the access quantity under your current order, the quantity utilized, the percent of the order utilized, and the number of students who participated in the program since the start of the school year.

Current Utilization	1015
Total Enrollments Utilized	3776



Student Activity

The tables summarize how many students have attempted a computer scored activity in the past 14 days.

Currently Enrolled Students	901	
Activity Within Past 14 Days	425	47% of total
No Activity Within Past 14 Days	476	53% of total

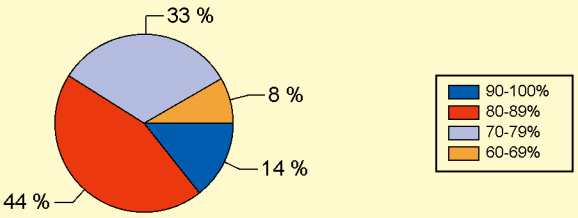
Current Course Enrollments	1015	
Activity Within Past 14 Days	446	44% of total
No Activity Within Past 14 Days	569	56% of total

Progress and Quality

The table shows the number of enrollments with a passing grade of 60% or higher along with the passing rate for all active enrollments at various stages of course completion. The chart shows the grade distribution for complete course enrollments.

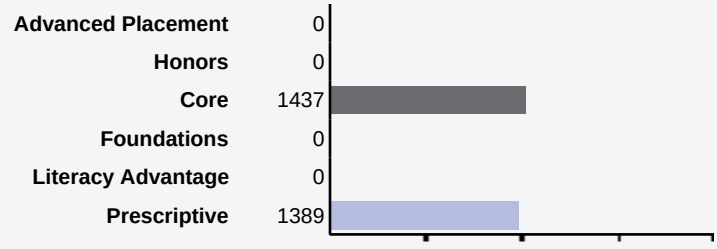
% of Course Complete	Course Enrollments	Enrollments Passing GTD ≥ 60%	% of Enrollments Passing
1-33% Complete	548	142	26 %
34-65% Complete	220	68	31 %
66-100% Complete	247	149	60 %
Completed Enrollments	1811	1801	99 %

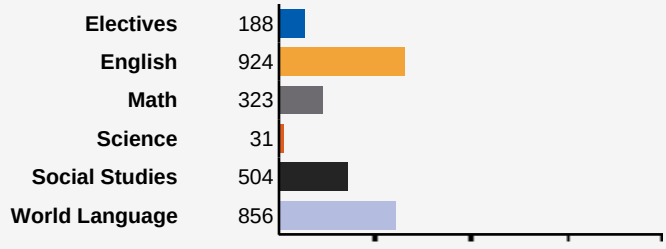
Completed Enrollment Grade Distribution



Pathway and Subject Adoption

The charts reflect the number of current and completed enrollments by pathway and subject.





Copyright © 2014 Apex Learning Inc. Apex Learning®, the Apex Learning logo, ClassTools®, ClassTools Achieve®, ClassTools Virtual™,

Snapshot by Organization

The table below presents metrics for each organization associated since the start of the school year.

	Utilization		Student Activity	Current Course Enrollments			Completed Course Enrollments			
Organization	Total Enrollments Utilized	Current Utilization	Activity Within 14 Days	Current Enrollments	Avg GTD	% w/ GTD > 60%	Completed Enrollments	Avg GTD	% w/ GTD > 60%	Avg Days to Complete
Century High School	443	278	24 %	278	45.50	52 %	157	77.60	99 %	92
Chavez High School	350	43	70 %	43	33.40	14 %	181	77.60	100 %	42
Community Day Intermediate & High School	81	65	11 %	65	64.80	100 %	17	82.30	100 %	49
Godinez Fundamental High School	200	40	68 %	40	46.20	48 %	105	76.00	96 %	91
Independent Study Program	32	7	29 %	7	49.80	50 %	21	79.70	100 %	30
Lorin Griset Academy	800	165	64 %	165	25.00	21 %	339	81.70	100 %	46
Middle College High School	41	24	87 %	24	44.70	30 %	16	77.00	100 %	102
Saddleback High School	216	34	54 %	34	46.30	18 %	89	74.80	100 %	78
Santa Ana High School	1014	224	64 %	224	43.00	38 %	573	83.90	100 %	61
Segerstrom High School	325	70	48 %	70	35.90	13 %	208	79.00	98 %	62
Valley High School	274	64	26 %	64	37.60	67 %	105	83.10	100 %	75
Total	3776	1015	47 %	1015	41.20	34 %	1811	80.60	99 %	62

Copyright © 2014 Apex Learning Inc. Apex Learning®, the Apex Learning logo, ClassTools®, ClassTools Achieve®, ClassTools Virtual™, Literacy Advantage™, and Beyond Books® are either registered trademarks or trademarks of Apex Learning Inc.

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Apex Learning, 1215 4th Ave, Suite 1500, Seattle, WA 98161** hereinafter referred to as "CONTRACTOR."

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

WHEREAS, CONTRACTOR 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 CONTRACTOR:*** Apex Learning onsite comprehensive professional development courses:
   - (1) 6-hour onsite Functionality Training and Best Practices
   - (1) 6-hour on site Teacher Coaching and Mentoring

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **8/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Four Thousand Four Hundred Dollars ($4,400)**.

DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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**.
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Apex Learning**
1601 E. Chestnut Ave	**1215 4th Ave, Suite 1500**
Santa Ana, CA 92701	**Seattle, WA 98161**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Apex Learning Price Quote

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

Apex Learning Price Quote

Santa Ana Unified School District
1601 E Chestnut Ave
Santa Ana, CA 92701-6322

1215 4th Ave, Suite 1500
Seattle, WA 98161

Attention: Alexandra Ito

Santa Ana Unified School District has requested a price quote from Apex Learning® for a digital learning solution. Apex Learning proposes the following digital curriculum and services to meet your goals and objectives.

Digital Curriculum	Unit	Unit Price	Volume Discount	Discounted Unit Price	Quantity	Extended Price
Comprehensive Courses	12-month Single Enrollment Subscription	$125.00	52%	$60.00	2000	$120,000.00
					20% Loyalty Discount	($24,000.00)
					Digital Curriculum Sub-Total	**$96,000.00**

Professional Services	Unit Price	Quantity	Extended Price
Comprehensive Courses Professional Development - Onsite (1) 6-hour onsite Functionality Training and Best Practices (1) 6-hour onsite Teacher Coaching and Mentoring	$2,200.00 per 6-hour onsite session	2	$4,400.00
		Professional Services Sub-Total	**$4,400.00**

Total Price	**$100,400.00**

Prices above do not include any applicable sales or other taxes. The above prices are valid for 60 days from 5/11/2016 unless stated otherwise.

If you choose to complete this purchase, Apex Learning requires a signed copy of this price quote and a purchase order for the total price, credit card payment, or an executed Apex Learning contract. Please fax or e-mail the signed quote and a valid purchase order to the attention of **Nora Ocariza at (206) 381-5601 or salesdocs@apexlearning.com**.

Payment of all invoices is due within 30 days of the invoice date. Payments via credit card are subject to a processing fee, equal to 3% of the amount charged to such card.

Please see Attachment A for information regarding the purchase of Apex Learning digital curriculum and services.

Thank you for your consideration of an Apex Learning digital learning solution.

Signature	Date	Printed Name	Title

Attachment A
Purchasing Apex Learning Digital Curriculum and Services

1. Comprehensive Courses
Single Enrollment Subscriptions: A Single Enrollment Subscription provides access for a period of 12 months for one student enrolled in one Comprehensive Course. If a student completes or withdraws from the course in which he or she is enrolled, the Single Enrollment Subscription may be utilized to enroll that student or another student in any Comprehensive Course. Apex Learning counts the number of course enrollments when Single Enrollment Subscriptions are purchased. The number of course enrollments at one time may not exceed the number of Single Enrollment Subscriptions purchased.

Additional Subscriptions: Additional subscriptions may be purchased for access through the same order end date as the original order.

There are no credits or refunds for purchases of subscriptions to Comprehensive Courses.

2. Course Materials
Certain Comprehensive Courses have course materials that may be required or are optional for the digital curriculum such as books for English courses, lab materials for science courses, or other ancillary items such as a calculator for math courses or a microphone for world languages courses. The price for Comprehensive Courses and ALVS enrollments does not include any such course materials. The course materials list can be found at http://www.apexlearning.com/documents/materials_list.pdf.

Required and optional books may be purchased from Apex Learning at either the per set or per book price at the time of purchase as stated on Apex Learning's course materials list. The price for books does not include applicable sales tax. If any such tax is due, it will be reflected on Apex Learning's invoice. There are no returns, credits, or refunds for books purchased from Apex Learning.

3. Parental Consent
The client is responsible for obtaining any necessary parental consent for each student to use Apex Learning digital curriculum.

4. Laboratory Activities
The client is responsible for the implementation of any hands-on laboratory activities, including ensuring that qualified personnel are available to supervise such hands-on laboratory activities.

5. Professional Development
Scheduling: Onsite professional development sessions cannot be scheduled until Apex Learning has received a valid purchase order or executed contract and must be scheduled at least 2 weeks in advance of the delivery date.

Cancellations: If a scheduled onsite professional development session is cancelled without at least 2 weeks prior written notice, the client will be required to pay Apex Learning for travel and related expenses at the time that onsite professional development session is delivered.

Expiration: Professional development must be delivered prior to the order end date. There are no credits or refunds for unused professional development sessions.

E-mail / Fax Back

To: Nora Ocariza
Email:salesdocs@apexlearning.com
Fax: (206) 381-5601
Pages: _____ (including cover)
Subject: Price Quote Acceptance
Account: Santa Ana Unified School District

From: Alexandra Ito
Phone: (714) 480-4772
Date: 5/11/2016

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Renew Subscriptions of ST Math License with MIND Research Institute for Period of August 1, 2016 through July 31, 2017**

ITEM: **Consent**
SUBMITTED BY: **Michelle Rodriguez, Ed.D. Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Alexandra Ito, Director, Learning Innovation with Technology**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to renew the existing annual subscriptions of the ST Math License with MIND Research Institute for the period of August 1, 2016 through July 31, 2017.

ITEM SUMMARY:

- Agreement Starts: August 1, 2016
- Agreement Ends: July 31, 2017
- The ST Math license renewal is for all elementary schools, Lathrop, MacArthur, McFadden, Sierra Preparatory Academy, Spurgeon, Villa, and Willard intermediate schools

RATIONALE:

Created by MIND Research Institute, ST Math is game-based instructional software for K-12 students and is designed to boost math comprehension and proficiency through visual learning. ST Math incorporates the latest research in learning and promotes mastery-based learning efficacy and mathematical understanding. MIND Research Institute's ST Math was first implemented in the District in the fall of 2000, serving elementary and various intermediate schools. In 2014 study by WestEd, measured the impact of the ST Math program (which included SAUSD students) reported a 7.5% increase of students performing in the combined proficient and advanced categories compared to the baseline year.

The 2015-16 school year, ST Math license was used by 39 elementary schools and six intermediate schools with a participation of 27,005 students and 1,038 teachers. The ST Math license renewal is for all elementary schools, Lathrop, MacArthur Fundamental, McFadden, Sierra Preparatory Academy, Spurgeon, Villa Fundamental, and Willard intermediate schools.

LCAP Goal 1.1: Provide equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction, instructional materials, academic support, and technology-based resources.

LCAP Goal 2.3: Increase resources to schools support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.

FUNDING:

LCFF Supplemental/Concentration Funds: $159, 470

RECOMMENDATION:

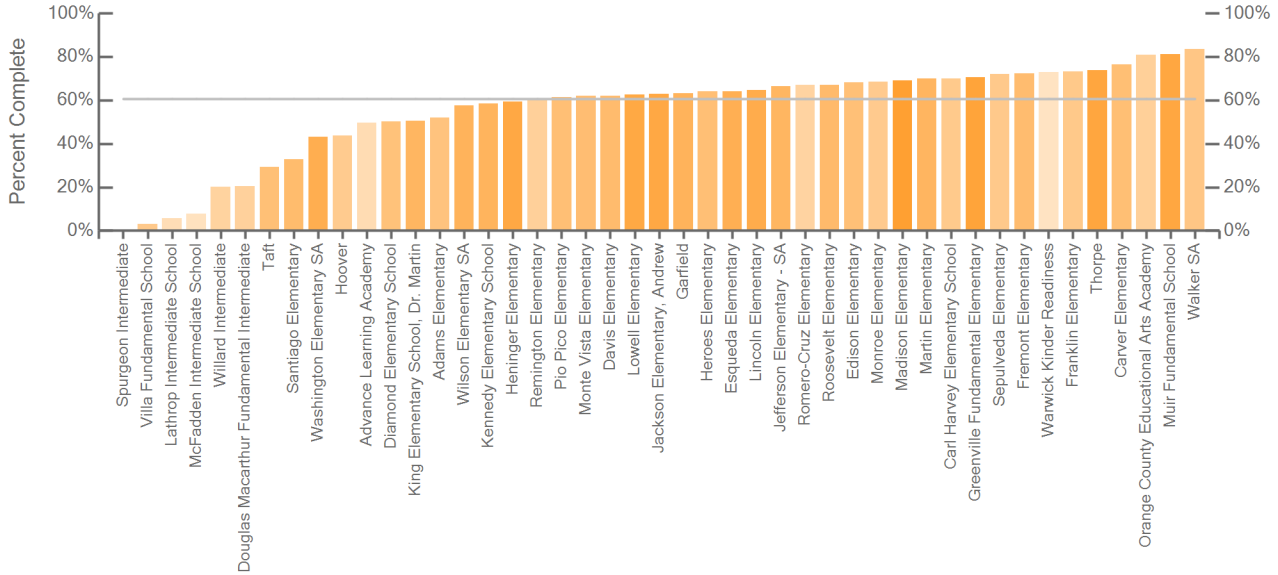
Authorization to renew the subscriptions of the ST Math License with MIND Research Institute for the period of August 1, 2016 through July 31, 2017.

MR:AI:ez

SANTA ANA UNIFIED

2016-06-03
Total students using ST Math: 27,055
Average progress: 60.6%

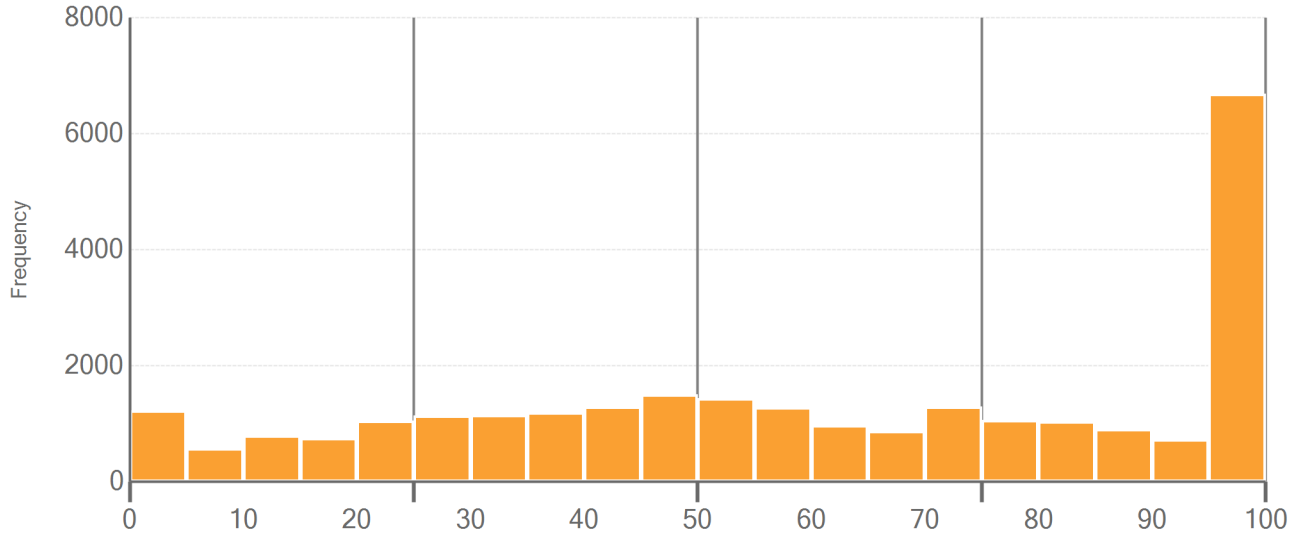
Average Progress By School



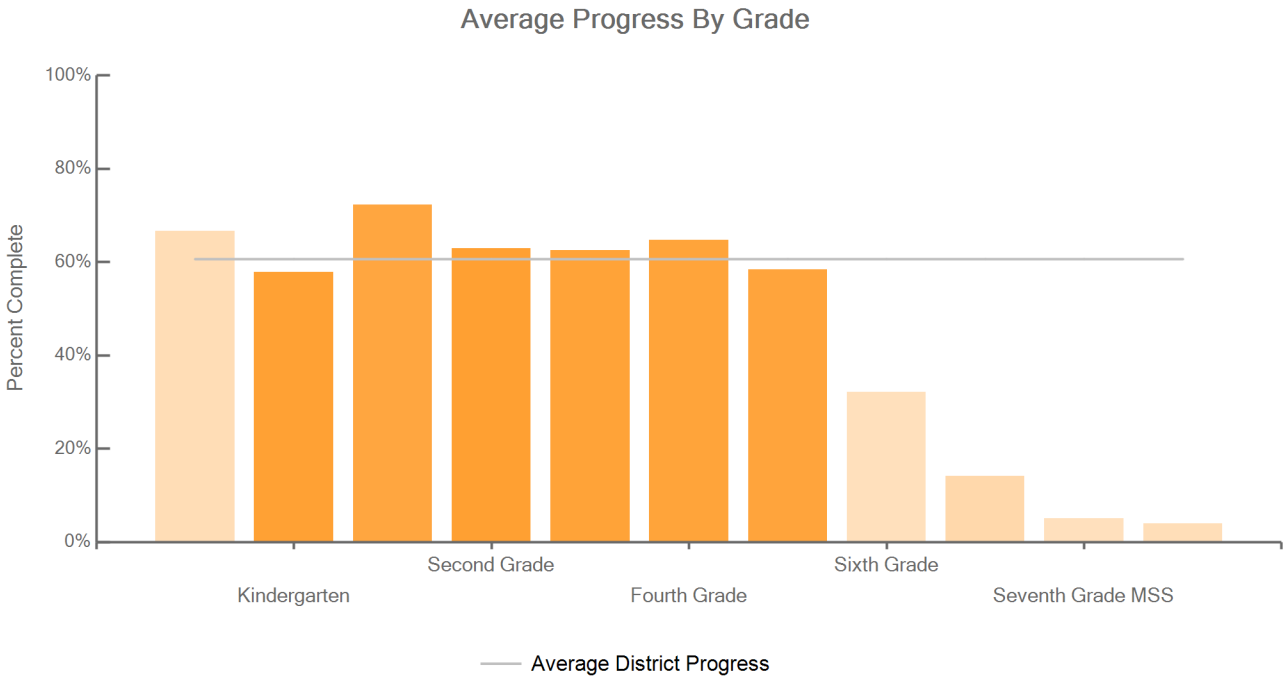
Darker bar shade indicates larger school

Average District Progress

Progress Distribution
Students (Total: 27,055)



Progress by Grade



Grade	Students	Average School Logins	Average Progress	Average Progress per School Login	Average School Minutes Last Week
Pre-Kindergarten	356	54.6	66.7%	1.2%	13.1
Kindergarten	4390	77.6	57.8%	0.7%	121.7
First Grade	4008	87.3	72.3%	0.8%	121.1
Second Grade	4442	96.8	62.9%	0.7%	99.2
Third Grade	4233	93.3	62.5%	0.7%	114.0
Fourth Grade	4196	101.7	64.6%	0.6%	118.3
Fifth Grade	4131	94.1	58.3%	0.6%	155.8
Sixth Grade	162	57.5	32.1%	0.6%	213.7
Sixth Grade MSS	720	29.3	14.1%	0.5%	10.4
Seventh Grade MSS	134	12.3	5.0%	0.4%	8.1
Eighth Grade MSS	283	11.6	3.9%	0.3%	0.4
Total	27055	88.2	60.6%	0.7%	115.7

Quote

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Date	04/14/2016
Quote #	1420617
Expires	08/01/2016
Partnership Manager	Debora Stacker
E-mail:	dstacker@mindresearch.net
Phone:	202-714-1714

Bill To

ACCOUNTS PAYABLE
SANTA ANA UNIFIED SCH DISTRICT
1601 E CHESTNUT AVE
SANTA ANA CA 92701-6322

Ship To

MAIN RECEIVING WAREHOUSE
SANTA ANA UNIFIED SCH DISTRICT
750 N FAIRVIEW
SAN ANA CA 92703

Qty	Item	Amount
0	**Description** ST Math Annual Renewal Fee- 56 Schools Term 8/1/16 to 7/31/17 • Renew ST Math Gen5 Software License for unlimited computers and students at the school site + ongoing minor software updates if any • Startup training modules for new features, and Initial Training of new teachers and principals (included) • Post-Startup Training and Professional Development modules, including video and scheduled live webinars, to improve program knowledge, use and outcomes • Ongoing Best Practices Consulting and Personalized Support through phone, email, Skype or webinar • Monthly summary Progress Reports at school or district level • Yearly Data Meeting to review the past year and set goals for next year	
1	**SRS0130 Annual Service/Renewal Fee - $2,999** ST Math Annual Service/Renewal Fee: SCHOOL- Romero-Cruz	$2,999.00

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!

Quote

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Date	04/14/2016
Quote #	1420617
Expires	08/01/2016
Partnership Manager	Debora Stacker
E-mail:	dstacker@mindresearch.net
Phone:	202-714-1714

Qty	Item	Amount
12	**SRS0132 Annual Service/Renewal Fee - $3,499** ST Math Annual Service/Renewal Fee: SCHOOLS- Franklin Carl Harvey Hoover Sepulveda Walker Willard Lathrop Spurgeon Jefferson MacArthur Fundamental Intermediate Villa Fundamental Monroe	$41,988.00
10	**SRS0133 Annual Service/Renewal Fee - $3,750** ST Math Annual Service/Renewal Fee: SCHOOLS- Adams ES Carver (K-3 only school) Heroes Pio Pico Roosevelt Diamond Edison Davis Fremont Monte Vista	$37,500.00

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!

Quote

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Date	04/14/2016
Quote #	1420617
Expires	08/01/2016
Partnership Manager	Debora Stacker
E-mail:	dstacker@mindresearch.net
Phone:	202-714-1714

Qty	Item	Amount
17	**SRS0134 Annual Service/Renewal Fee - $3,999** ST Math Annual Service/Renewal Fee: SCHOOLS- Santiago ES Muir Fundamental Thorpe Esqueda Jackson King Lowell Lincoln Taft Heninger Garfield Kennedy Martin Washington Wilson Madison Greenville	$67,983.00
16	**Annual Service/Renewal - Fluency Site License Renewal - Unlimited Fluency at ST Math School** Renewal - Unlimited Fluency at ST Math School SCHOOLS- Villa Fundamental Monroe Diamond Edison Davis Fremont Monte Vista Esqueda Heninger Garfield Kennedy Martin Washington Wilson Madison Greenville	$3,200.00

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!

Quote

111 Academy Drive, Suite 100
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Date	04/14/2016
Quote #	1420617
Expires	08/01/2016
Partnership Manager	Debora Stacker
E-mail:	dstacker@mindresearch.net
Phone:	202-714-1714

Qty	Item	Amount
200	**LRC001 Renewal ST Math Single Student Subscription License** ST Math Annual Service/Renewal Fee - Student Subscription License: • ST Math Gen5 Software License for # of students at the school site SCHOOL- McFadden	$5,800.00

Subtotal	$159,470.00
Tax Total (%)	$0.00
Total	$159,470.00

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
Thank you for being an ST Math partner!

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – BEN 2015-16 2 CB**

ITEM: **Consent**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Camille Boden, Executive Director, Risk Management**

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File Number: BEN 2015-16 2 CB.

ITEM SUMMARY:

- Required by law for Board members to take action within 45 days after the claim has been received to grant or deny the claim against the District.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests to continue dependent on the District's Health Benefit Plan.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File Number: BEN 2015-16 2 CB.

TD:cb:mm

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 25, 2016 through June 7, 2016**

ITEM: **Consent**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**

BACKGROUND INFORMATION:

Board Policy 3300 and Education Code 17604 specifically authorizes the Board to delegate signature authority on behalf of the District to the District Superintendent. Such delegation of signature authority serves to expedite the implementation of financial transactions or any other contract.

ITEM SUMMARY:

- Snapshot of purchase orders issued between May 25, 2016 through June 7, 2016
- Board Policy 3300
- Education Code 17604

RATIONALE:

The Purchase Order Summary consists of all orders created during the period of May 25, 2016 through June 7, 2016. A detailed listing is also included. Purchase orders for contracts over $5,000 have been previously approved by the Board through individual agenda items.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Purchase Order Summary and Listing of all Purchase Orders for the period of May 25, 2016 through June 7, 2016.

TD:jg:mm

Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: June 8, 2016

To: Richard L. Miller, Ph.D., Superintendent

From: Tina Douglas, Assistant Superintendent, Business Services

Subject: Purchase Order Summary: From 25-MAY-2016 through 07-JUN-2016

Fund 01	21st Century ASSETS (roll-up 4124)	$ 6,017.48
Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	$ 7,144.30
Fund 01	AVID-OCDE Destination Graduation-Interm Schools	$ 5,354.65
Fund 01	California Career Pathways Trust	$ 51,502.00
Fund 01	California Clean Energy Jobs Act (Prop 39)	$ 1,027,600.00
Fund 01	Carl D Perkins Section 131 Career and Technical Education act of 1998	$ 23,619.60
Fund 01	Donations (Miscellaneous)	$ 15,444.63
Fund 01	Education Academy [0434] CHS	$ 3,753.00
Fund 01	Fund 01 General Fund	$ 24,171.10
Fund 01	Fundraiser (Non ASB-PTA Deposits)	$ 16,761.97
Fund 01	Head Start	$ 8,960.14
Fund 01	Homeless Children Education Grants	$ 10,020.00
Fund 01	IASA: Title I Basic Grants Low-Income and Neglected, Part A	$ 265,437.71
Fund 01	IASA: Title I Migrant Ed Regular Program	$ 36,751.08
Fund 01	LCFF-Supplemental/Concentration	$ 60,459.63
Fund 01	Medi-Cal Billing Option	$ 2,749.16
Fund 01	MediCal Administrative Activities (MAA)	$ 265.95
Fund 01	NCLB:Title I, School Improvement Grant QEIA	$ 31,592.29
Fund 01	One-Time Carryover Funds	$ 14,554.40
Fund 01	One-Time Discretionary Funds	$ 15,220.81
Fund 01	Ongoing & Major Maintenance Account	$ 222,295.23
Fund 01	PLTW (Project Lead The Way, Inc.)	$ 9,000.00
Fund 01	Pupil Transportation (7230/7240)	$ 98.02
Fund 01	S.D. Bechtel, Jr. Foundation	$ 138.07
Fund 01	SA Public Schools Foundation (SAPSF) Check	$ 1,601.93
Fund 01	Saturday Attendance Recovery Program (WIN)	$ 3,873.11
Fund 01	Special Ed: Early Ed Individuals with Exceptional Needs Infant Program	$ 322.96
Fund 01	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	$ 437.40
Fund 01	Special Ed: Mental Health Services	$ 1,298.16
Fund 01	Special Education	$ 15,412.77
Fund 01	Title II-Part A Improving Teacher Quality	$ 52,720.50

BOARD OF EDUCATION

John Palacio, President • Rob Richardson, Vice President

Valerie Amezcua, Clerk • José Alfredo Hernández, J.D., Member • Cecilia "Ceci" Iglesias, Member

Fund 01	Two-Way Digital ITFS Licensee Revenue	$ 11,784.83
Fund 01	Unrestricted - CAHSEE Intensive (7055)	$ 3,528.00
Fund 01	Unrestricted - CalSafe (6091/6092)	$ 1,005.24
Fund 01	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	$ 14,750.00
Fund 01	Unrestricted Discretionary Accounts	$ 342,377.91
Fund 01	Unrestricted One-time Funds	$ 8,133.55
	Grand Total:	**$ 2,316,157.58**

Fund 09	Fund 09 One-Time Funds	$ 561.56
	Grand Total:	**$ 561.56**

Fund 12	Child Development: CA State Preschool Program	$ 24,013.33
	Grand Total:	**$ 24,013.33**

Fund 13	Child Nutrition: School Programs	$ 102,306.18
	Grand Total:	**$ 102,306.18**

Fund 25	Fund 25 Valley P2P	$ 5,755.00
Fund 25	Fund 25 Capital Facilities Fund	$ 687.00
	Grand Total:	**$ 6,442.00**

Fund 28	Fund 28 Measure G Series D	$ 17,429.79
	Grand Total:	**$ 17,429.79**

Fund 29	Fund 29 Measure G Series E	$ 34,868.02
	Grand Total:	**$ 34,868.02**

Fund 40	Emergency Repair Program-Williams Case	$ 77,850.92
Fund 40	Fund 40 Kitchen Remodeling	$ 235,160.00
Fund 40	Fund 40 Special Reserve Fund	$ 247.89
	Grand Total:	**$ 313,258.81**

Fund 81	Fund 81 Property & Liability	$ 1,785.00
	Grand Total:	**$ 1,785.00**

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

PO Number: 342930 Supplier: OFFICE DEPOT Date PO Created: 5/25/2016 8:01:06 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	PURCHASING DEPARTMENT	25-May-2016	$ 23.75
				Grand Total:	**$ 23.75**

PO Number: 342931 Supplier: SAN DIEGO STATE UNIVERSITY FOUNDATION dba SAN DIEGO STATE UNIVERSITY RESEARCH FOUNDATION Date PO Created: 5/25/2016 8:53:43 AM

Fund 01	Title II-Part A Improving Teacher Quality	Travel Conference	STAFF DEVELOPMENT	25-May-2016	$ 199.00
				Grand Total:	**$ 199.00**

PO Number: 342932 Supplier: COUNTRY GARDEN CATERERS Date PO Created: 5/25/2016 10:03:54 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (F4T, Catering, Uniform Cleaning)	MARTIN ELEMENTARY SCHOOL	25-May-2016	$ 1,410.48
				Grand Total:	**$ 1,410.48**

PO Number: 342933 Supplier: BIRDBRAIN EDUCATION, LLC Date PO Created: 5/25/2016 10:51:28 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	25-May-2016	$ 1,400.00
				Grand Total:	**$ 1,400.00**

PO Number: 342934 Supplier: BEST BUDDIES CALIFORNIA Date PO Created: 5/25/2016 11:41:38 AM

Fund 01	Medi-Cal Billing Option	Travel Conference	SPECIAL EDUCATION	25-May-2016	$ 700.00
				Grand Total:	**$ 700.00**

PO Number: 342935 Supplier: LEARNING A-Z Date PO Created: 5/25/2016 11:47:47 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	25-May-2016	$ 109.95
				Grand Total:	**$ 109.95**

PO Number: 342937 Supplier: GRAINGER Date PO Created: 5/25/2016 12:53:54 PM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	25-May-2016	$ 153.19
				Grand Total:	**$ 153.19**

PO Number: 342938 Supplier: WAXIE SANITARY SUPPLY Date PO Created: 5/25/2016 1:07:47 PM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	25-May-2016	$ 333.94
				Grand Total:	**$ 333.94**

PO Number: 342939 Supplier: CALIFORNIA SCHOOL NUTRITION ASSOCIATION Date PO Created: 5/25/2016 1:14:48 PM

Fund 13	Child Nutrition: School Programs	Travel Conference	NUTRITION SERVICES	25-May-2016	$ -
				Grand Total:	**$ -**

PO Number: 342940 Supplier: REALLY GOOD STUFF, INC. Date PO Created: 5/25/2016 1:31:34 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ESQUEDA ELEMENTARY SCHOOL	25-May-2016	$ 4,133.69
				Grand Total:	**$ 4,133.69**

PO Number: 342941 Supplier: CARDEA SERVICES Date PO Created: 5/25/2016 2:08:17 PM

Fund 01	Title II-Part A Improving Teacher Quality	Consultants Instructional	STAFF DEVELOPMENT	25-May-2016	$ 7,837.40
				Grand Total:	**$ 7,837.40**

PO Number: 342942 Supplier: INTERNATIONAL BACCALAUREATE ORGANIZATION Date PO Created: 5/25/2016 2:45:45 PM

Fund 01	LCFF-Supplemental/Concentration	Travel Conference	EDUCATIONAL SERVICES DIVISION	25-May-2016	$ 2,478.00
				Grand Total:	**$ 2,478.00**

PO Number: 342943 Supplier: VERITIV OPERATING COMPANY Date PO Created: 5/25/2016 2:48:24 PM

Fund 01	Fund 01 General Fund	Publication Inventory	PUBLICATIONS	26-May-2016	$ 3,126.23
				Grand Total:	**$ 3,126.23**

PO Number: 342946 Supplier: SPHERO, INC. Date PO Created: 5/25/2016 3:15:17 PM

Fund 01	Two-Way Digital ITFS Licensee Revenue	Materials & Supplies/Software	TECHNOLOGY	25-May-2016	$ 11,784.83
				Grand Total:	**$ 11,784.83**

PO Number: 342947 Supplier: SHMOOP Date PO Created: 5/25/2016 4:14:03 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	VALLEY HIGH SCHOOL	25-May-2016	$ 5,400.00
				Grand Total:	**$ 5,400.00**

PO Number: 342948 Supplier: BLAZAR COMMUNICATIONS dba BLAZAR MAILING SOLUTIONS Date PO Created: 5/26/2016 7:46:17 AM

Fund 01	Fund 01 General Fund	Publication Inventory	PUBLICATIONS	26-May-2016	$ 5,000.00
				Grand Total:	**$ 5,000.00**

PO Number: 342949 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 5/26/2016 7:47:19 AM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	26-May-2016	$ 1,944.00
				Grand Total:	**$ 1,944.00**

PO Number: 342950 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 5/26/2016 8:32:36 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	26-May-2016	$ 150.66
				Grand Total:	**$ 150.66**

PO Number: 342951 Supplier: FIRST CHOICE SERVICES Date PO Created: 5/26/2016 9:44:14 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies Food	MADISON ELEMENTARY SCHOOL	26-May-2016	$ 610.00
				Grand Total:	**$ 610.00**

PO Number: 342952 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 9:44:49 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	26-May-2016	$ 3,144.86
				Grand Total:	**$ 3,144.86**

PO Number: 342953 Supplier: THE ECONOMIST NEWSPAPER NA, INC. Date PO Created: 5/26/2016 9:51:08 AM

Fund 01	California Career Pathways Trust	Materials & Supplies/Software	CENTURY HIGH SCHOOL	26-May-2016	$ 127.00
				Grand Total:	**$ 127.00**

PO Number: 342954 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 9:51:54 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	26-May-2016	$ 1,272.12
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	26-May-2016	$ 1,902.04
				Grand Total:	**$ 3,174.16**

PO Number: 342955 Supplier: SANTA ANA ZOO Date PO Created: 5/26/2016 9:57:30 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	MONTE VISTA ELEMENTARY SCHOOL	26-May-2016	$ 336.00
				Grand Total:	**$ 336.00**

PO Number: 342956 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 9:58:04 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	26-May-2016	$ 4,055.66
				Grand Total:	**$ 4,055.66**

PO Number: 342957 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 10:04:31 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	LINCOLN ELEMENTARY SCHOOL	26-May-2016	$ 2,960.47
				Grand Total:	**$ 2,960.47**

PO Number: 342958 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 10:08:58 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	KENNEDY ELEMENTARY SCHOOL	26-May-2016	$ 1,974.24
				Grand Total:	**$ 1,974.24**

PO Number: 342959 Supplier: CITY OF SANTA ANA Date PO Created: 5/26/2016 10:12:29 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	MONTE VISTA ELEMENTARY SCHOOL	26-May-2016	$ 420.00
				Grand Total:	**$ 420.00**

PO Number: 342960 Supplier: U.S. JETTING, LLC Date PO Created: 5/26/2016 11:58:28 AM

Fund 01	Ongoing & Major Maintenance Account	Replacement of Equipment	BUILDING SERVICES	26-May-2016	$ 51,714.24
				Grand Total:	**$ 51,714.24**

PO Number: 342961 Supplier: ORANGE COUNTY DEPARTMENT OF EDUCATION Date PO Created: 5/26/2016 12:14:28 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	MONTE VISTA ELEMENTARY SCHOOL	26-May-2016	$ -
				Grand Total:	**$ -**

PO Number: 342962 Supplier: EDUCATION SOLUTIONS AND RESULTS Date PO Created: 5/26/2016 12:28:25 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	SANTA ANA HIGH SCHOOL	26-May-2016	$ 2,000.00
				Grand Total:	**$ 2,000.00**

PO Number: 342963 Supplier: ADVANTAGE WEST INVESTMENT ENTERPRISES, INC. dba ADVANTAGE WEST GOVERNMENT PRODUCT SOLUTIONS Date PO Created: 5/26/2016 12:36:05 PM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	VALLEY HIGH SCHOOL	26-May-2016	$ 3,385.59
Fund 01	Unrestricted Discretionary Accounts	Office Supplies	VALLEY HIGH SCHOOL	26-May-2016	$ 850.60
				Grand Total:	**$ 4,236.19**

PO Number: 342964 Supplier: PACIFIC LIFT AND EQUIPMENT CO, INC. Date PO Created: 5/26/2016 1:59:06 PM

Fund 01	Carl D Perkins Section 131 Career and Technical Education act of 1998	Materials & Supplies/Software	VOCATIONAL EDUCATION	26-May-2016	$ 1,717.20
Fund 01	Carl D Perkins Section 131 Career and Technical Education act of 1998	Non-Capitalized Equipment	VOCATIONAL EDUCATION	26-May-2016	$ 11,685.60
Fund 01	Carl D Perkins Section 131 Career and Technical Education act of 1998	Other Equipment	VOCATIONAL EDUCATION	26-May-2016	$ 10,216.80
				Grand Total:	**$ 23,619.60**

PO Number: 342965 Supplier: DANIEL S. KARAWITZ dba SCIENCE EDUCATION CENTER OF CALIFORNIA Date PO Created: 5/26/2016 2:12:57 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	26-May-2016	$ 1,650.00
				Grand Total:	**$ 1,650.00**

PO Number: 342966 Supplier: SONIC SYSTEMS Date PO Created: 5/26/2016 2:40:29 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	SANTA ANA HIGH SCHOOL	26-May-2016	$ 1,679.99
Fund 01	Unrestricted Discretionary Accounts	Office Supplies	SANTA ANA HIGH SCHOOL	27-May-2016	$ 630.00
				Grand Total:	**$ 2,309.99**

PO Number: 342967 Supplier: SANTA ANA HIGH SCHOOL ASB Date PO Created: 5/26/2016 3:05:33 PM

Fund 01	21st Century ASSETS (roll-up 4124)	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	26-May-2016	$ 1,780.00
				Grand Total:	**$ 1,780.00**

PO Number: 342968 Supplier: GODINEZ HIGH SCHOOL Date PO Created: 5/26/2016 3:11:55 PM

Fund 01	21st Century ASSETS (roll-up 4124)	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	26-May-2016	$ 3,416.00
				Grand Total:	**$ 3,416.00**

PO Number: 342969 Supplier: FEINER SUPPLY Date PO Created: 5/26/2016 3:16:34 PM

Fund 01	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	Materials & Supplies/Software	MITCHELL CHILD DEVELOPMENT CENTER	26-May-2016	$ 437.40
				Grand Total:	**$ 437.40**

PO Number: 342970 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/26/2016 3:16:41 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	26-May-2016	$ 858.60
				Grand Total:	**$ 858.60**

PO Number: 342971 Supplier: CHARITABLE VENTURES OF ORANGE COUNTY Date PO Created: 5/27/2016 7:45:29 AM

Fund 01	Head Start	Travel Conference	CHILD DEVELOPMENT	27-May-2016	$ -
				Grand Total:	**$ -**

PO Number: 342972 Supplier: ORANGE COUNTY DEPARTMENT OF EDUCATION Date PO Created: 5/27/2016 8:18:52 AM

Fund 01	NCLB:Title I, School Improvement Grant QEIA	Travel Conference	VALLEY HIGH SCHOOL	27-May-2016	$ 6,200.00
				Grand Total:	**$ 6,200.00**

PO Number: 342973 Supplier: AUGUSTIN EGELSEE, LLP Date PO Created: 5/27/2016 8:21:50 AM

Fund 01	Special Education	Other Contracts (F4T, Catering, Uniform Cleaning)	SPECIAL EDUCATION	27-May-2016	$ 5,000.00
				Grand Total:	**$ 5,000.00**

PO Number: 342974 Supplier: SUSAN W. CASE, INC. Date PO Created: 5/27/2016 8:22:18 AM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	27-May-2016	$ 1,500.00
				Grand Total:	**$ 1,500.00**

PO Number: 342975 Supplier: GREGORY LOUIS PIAZZA Date PO Created: 5/27/2016 8:30:46 AM

Fund 01	Donations (Miscellaneous)	Non-Capitalized Equipment	CENTURY HIGH SCHOOL	27-May-2016	$ 8,098.92
				Grand Total:	**$ 8,098.92**

PO Number: 342977 Supplier: I INITIAL Date PO Created: 5/27/2016 9:01:16 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	27-May-2016	$ 5,629.50
				Grand Total:	**$ 5,629.50**

PO Number: 342978 Supplier: SCHOLASTIC BOOK FAIRS Date PO Created: 5/27/2016 9:37:54 AM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Materials & Supplies/Software	EDISON ELEMENTARY SCHOOL	27-May-2016	$ 4,860.91
				Grand Total:	**$ 4,860.91**

PO Number: 342979 Supplier: HERITAGE MUSEUM OF ORANGE COUNTY Date PO Created: 5/27/2016 9:41:26 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	HENINGER ELEMENTARY SCHOOL	27-May-2016	$ 522.00
				Grand Total:	**$ 522.00**

PO Number: 342980 Supplier: JANET JUN Date PO Created: 5/27/2016 9:46:04 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	HENINGER ELEMENTARY SCHOOL	27-May-2016	$ 800.00
				Grand Total:	**$ 800.00**

PO Number: 342981 Supplier: SCHOLASTIC BOOK FAIRS Date PO Created: 5/27/2016 9:49:53 AM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Materials & Supplies/Software	HENINGER ELEMENTARY SCHOOL	27-May-2016	$ 4,489.58
				Grand Total:	**$ 4,489.58**

PO Number: 342982 Supplier: BOWERS MUSEUM OF CULTURAL ART Date PO Created: 5/27/2016 9:52:56 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	HENINGER ELEMENTARY SCHOOL	27-May-2016	$ 2,650.00
				Grand Total:	**$ 2,650.00**

PO Number: 342983 Supplier: OneOC Date PO Created: 5/27/2016 10:46:18 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	PIO-PICO ELEMENTARY SCHOOL	27-May-2016	$ 2,750.00
				Grand Total:	**$ 2,750.00**

PO Number: 342984 Supplier: WARWICK DENVER CORP. dba WARWICK DENVER HOTEL Date PO Created: 5/27/2016 11:10:27 AM

Fund 01	NCLB:Title I, School Improvement Grant QEIA	Travel Conference	VALLEY HIGH SCHOOL	27-May-2016	$ 10,609.80
				Grand Total:	**$ 10,609.80**

PO Number: 342986 Supplier: FOLLETT SCHOOL SOLUTIONS, INC. Date PO Created: 5/27/2016 1:02:10 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	27-May-2016	$ 151.79
				Grand Total:	**$ 151.79**

PO Number: 342987 Supplier: APPLE, INC. Date PO Created: 5/27/2016 1:03:00 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	27-May-2016	$ 321.84
				Grand Total:	**$ 321.84**

PO Number: 342988 Supplier: BEST BUY Date PO Created: 5/27/2016 1:05:24 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	27-May-2016	$ 323.98
				Grand Total:	**$ 323.98**

PO Number: 342989 Supplier: BEST BUY Date PO Created: 5/27/2016 1:08:16 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	SEPULVEDA ELEMENTARY SCHOOL	27-May-2016	$ 527.20
				Grand Total:	**$ 527.20**

PO Number: 342990 Supplier: SOCIAL THINKING Date PO Created: 5/27/2016 1:08:22 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	27-May-2016	$ 332.64
				Grand Total:	**$ 332.64**

PO Number: 342991 Supplier: BEST BUY Date PO Created: 5/27/2016 1:11:59 PM

Fund 01	SA Public Schools Foundation (SAPSF) Check	Materials & Supplies/Software	JEFFERSON ELEMENTARY SCHOOL	27-May-2016	$ 585.94
				Grand Total:	**$ 585.94**

PO Number: 342992 Supplier: CARSON DELLOSA PUBLISHING Date PO Created: 5/27/2016 1:22:39 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	27-May-2016	$ 91.09
				Grand Total:	**$ 91.09**

PO Number: 342993 Supplier: LEGO DACTA PITSCO, LLC dba LEGO EDUCATION Date PO Created: 5/27/2016 1:28:51 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ESQUEDA ELEMENTARY SCHOOL	27-May-2016	$ 2,233.98
				Grand Total:	**$ 2,233.98**

PO Number: 342994 Supplier: OCDE/AP IN THE OC Date PO Created: 5/27/2016 1:34:02 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	HENINGER ELEMENTARY SCHOOL	27-May-2016	$ 415.00
				Grand Total:	**$ 415.00**

PO Number: 342995 Supplier: SCHOOL SPECIALTY/CLASSROOM DIRECT Date PO Created: 5/27/2016 1:37:21 PM

Fund 01	Special Education	Materials & Supplies/Software	HOOVER ELEMENTARY SCHOOL	27-May-2016	$ 193.05
				Grand Total:	**$ 193.05**

PO Number: 342996 Supplier: AVID CENTER Date PO Created: 5/27/2016 1:37:40 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Travel Conference	ROMERO-CRUZ ELEMENTARY SCHOOL	27-May-2016	$ 6,750.00
				Grand Total:	**$ 6,750.00**

PO Number: 342997 Supplier: KEM VENTURES, INC. Date PO Created: 5/27/2016 1:40:24 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	HOOVER ELEMENTARY SCHOOL	27-May-2016	$ 71.16
				Grand Total:	**$ 71.16**

PO Number: 342998 Supplier: WOLF & ASSOCIATES, INC. dba AIRWOLF 3D Date PO Created: 5/27/2016 1:45:29 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	27-May-2016	$ 2,960.01
				Grand Total:	**$ 2,960.01**

PO Number: 343001 Supplier: HENRY SCHEIN, INC. Date PO Created: 5/27/2016 2:01:28 PM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	CENTURY HIGH SCHOOL	27-May-2016	$ 4,021.90
				Grand Total:	**$ 4,021.90**

PO Number: 343002 Supplier: TEAM ATHLETICS AKA TAGEAR Date PO Created: 5/27/2016 2:05:13 PM

Fund 01	One-Time Discretionary Funds	Uniforms for Personnel/Students/Etc	CENTURY HIGH SCHOOL	27-May-2016	$ 325.08
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	CENTURY HIGH SCHOOL	27-May-2016	$ 430.92
				Grand Total:	**$ 756.00**

PO Number: 343003 Supplier: ARAMARK Date PO Created: 5/27/2016 2:24:28 PM

Fund 01	Ongoing & Major Maintenance Account	Housekeeping Services All Other	TRANSPORTATION DEPARTMENT	27-May-2016	$ 70.94
				Grand Total:	**$ 70.94**

PO Number: 343004 Supplier: G T M SPORTSWEAR Date PO Created: 5/27/2016 2:36:17 PM

Fund 01	One-Time Discretionary Funds	Uniforms for Personnel/Students/Etc	CENTURY HIGH SCHOOL	27-May-2016	$ 5,859.60
				Grand Total:	**$ 5,859.60**

PO Number: 343005 Supplier: SCHOOL SPECIALTY/CLASSROOM DIRECT Date PO Created: 5/27/2016 2:40:18 PM

Fund 01	Saturday Attendance Recovery Program (WIN)	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	27-May-2016	$ 93.75
				Grand Total:	**$ 93.75**

PO Number: 343006 Supplier: FOLLETT SCHOOL SOLUTIONS, INC. Date PO Created: 5/27/2016 2:40:24 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	27-May-2016	$ 6,977.23
				Grand Total:	**$ 6,977.23**

PO Number: 343007 Supplier: SNAP-ON, INC. dba IDSC HOLDNGS, LLC dba SNAP-ON INDUSTRIAL, A DIVISION OF IDSC HOLDINGS, LLC Date PO Created: 5/27/2016 2:40:33 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	VALLEY HIGH SCHOOL	27-May-2016	$ 8,522.23
				Grand Total:	**$ 8,522.23**

PO Number: 343008 Supplier: BEST BUY Date PO Created: 5/27/2016 2:43:19 PM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	SIERRA PREPARATORY ACADEMY	27-May-2016	388.84
				Grand Total:	**388.84**

PO Number: 343009 Supplier: MARATHON INK SCREENPRINTING AND EMBROIDERY Date PO Created: 5/27/2016 2:49:52 PM

Fund 01	Donations (Miscellaneous)	Materials & Supplies/Software	WILSON ELEMENTARY SCHOOL	27-May-2016	$ 293.52
				Grand Total:	**$ 293.52**

PO Number: 343010 Supplier: CDW GOVERNMENT, INC. Date PO Created: 5/27/2016 2:52:13 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	FREMONT ELEMENTARY SCHOOL	27-May-2016	$ 817.02
				Grand Total:	**$ 817.02**

PO Number: 343011 Supplier: CDW GOVERNMENT, INC. Date PO Created: 5/27/2016 2:55:26 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	FREMONT ELEMENTARY SCHOOL	27-May-2016	$ 17,943.90
				Grand Total:	**$ 17,943.90**

PO Number: 343012 Supplier: CDW GOVERNMENT, INC. Date PO Created: 5/27/2016 2:58:08 PM

Fund 01	Medi-Cal Billing Option	Office Supplies	PUPIL SUPPORT SERVICES	27-May-2016	$ 353.56
				Grand Total:	**$ 353.56**

PO Number: 343013 Supplier: BARNES & NOBLE BOOKSELLERS, INC. Date PO Created: 5/27/2016 3:01:51 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	27-May-2016	$ 3.45
				Grand Total:	**$ 3.45**

PO Number: 343014 Supplier: WARD'S NATURAL SCIENCE Date PO Created: 5/27/2016 3:02:46 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	VALLEY HIGH SCHOOL	27-May-2016	$ 956.31
				Grand Total:	**$ 956.31**

PO Number: 343015 Supplier: WARD'S NATURAL SCIENCE Date PO Created: 5/27/2016 3:09:42 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	CHAVEZ CONTINUATION HIGH SCHOOL	27-May-2016	$ 99.40
				Grand Total:	**$ 99.40**

PO Number: 343016 Supplier: BRAD COSTAN dba AVALON LOGOWEAR Date PO Created: 5/27/2016 3:10:35 PM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	PUBLICATIONS	27-May-2016	$ 1,500.00
				Grand Total:	**$ 1,500.00**

PO Number: 343017 Supplier: WARD'S NATURAL SCIENCE Date PO Created: 5/27/2016 3:12:05 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	27-May-2016	$ 153.58
				Grand Total:	**$ 153.58**

PO Number: 343018 Supplier: WARD'S NATURAL SCIENCE Date PO Created: 5/27/2016 3:14:48 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	27-May-2016	$ 188.35
				Grand Total:	**$ 188.35**

PO Number: 343019 Supplier: FLINN SCIENTIFIC, INC. Date PO Created: 5/27/2016 3:17:27 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	27-May-2016	$ 379.49
				Grand Total:	**$ 379.49**

PO Number: 343020 Supplier: FLINN SCIENTIFIC, INC. Date PO Created: 5/27/2016 3:20:54 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	27-May-2016	$ 3,508.60
				Grand Total:	**$ 3,508.60**

PO Number: 343021 Supplier: FOLLETT SCHOOL SOLUTIONS, INC. Date PO Created: 5/27/2016 3:21:21 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	27-May-2016	$ 170.96
				Grand Total:	**$ 170.96**

PO Number: 343022 Supplier: FLINN SCIENTIFIC, INC. Date PO Created: 5/27/2016 3:23:30 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	27-May-2016	$ 4,435.37
				Grand Total:	**$ 4,435.37**

PO Number: 343023 Supplier: OCTA Date PO Created: 5/27/2016 3:26:15 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	27-May-2016	$ 1,200.00
				Grand Total:	**$ 1,200.00**

PO Number: 343024 Supplier: DESIGNING IMAGES GROUP Date PO Created: 5/27/2016 3:35:49 PM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	27-May-2016	$ 16,220.20
				Grand Total:	**$ 16,220.20**

PO Number: 343025 Supplier: US BANK Date PO Created: 5/30/2016 10:21:01 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	SANTA ANA HIGH SCHOOL	30-May-2016	$ 86.30
Fund 01	SA Public Schools Foundation (SAPSF) Check	Materials & Supplies/Software	MONTE VISTA ELEMENTARY SCHOOL	30-May-2016	$ 215.99
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	30-May-2016	$ 32.29
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	ROMERO-CRUZ ELEMENTARY SCHOOL	30-May-2016	$ 285.11
Fund 01	Unrestricted Discretionary Accounts	Office Supplies	K-12 TEACHING AND LEARNING	30-May-2016	$ 107.95
Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	30-May-2016	$ 1,281.55
				Grand Total:	**$ 2,009.19**

PO Number: 343026 Supplier: BSN SPORTS Date PO Created: 5/31/2016 7:55:02 AM

Fund 01	One-Time Discretionary Funds	Uniforms for Personnel/Students/Etc	CENTURY HIGH SCHOOL	31-May-2016	$ 7,008.28
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	CENTURY HIGH SCHOOL	31-May-2016	$ 778.70
				Grand Total:	**$ 7,786.98**

PO Number: 343027 Supplier: MICRO CENTER Date PO Created: 5/31/2016 7:55:55 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	TELEVISION CENTER	31-May-2016	$ 185.00
				Grand Total:	**$ 185.00**

PO Number: 343028 Supplier: MACRES FLORISTS Date PO Created: 5/31/2016 8:13:32 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	COMMUNICATIONS OFFICE	31-May-2016	$ 711.65
				Grand Total:	**$ 711.65**

PO Number: 343029 Supplier: GOPHER Date PO Created: 5/31/2016 8:13:56 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HEROES ELEMENTARY SCHOOL	31-May-2016	$ 652.01
				Grand Total:	**$ 652.01**

PO Number: 343030 Supplier: GOPHER Date PO Created: 5/31/2016 8:17:59 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	ESQUEDA ELEMENTARY SCHOOL	31-May-2016	$ 7,032.33
				Grand Total:	**$ 7,032.33**

PO Number: 343031 Supplier: FABIO SPINELLA Date PO Created: 5/31/2016 8:22:54 AM

Fund 01	Unrestricted Discretionary Accounts	Consultants Instructional	SANTA ANA HIGH SCHOOL	31-May-2016	$ 1,000.00
				Grand Total:	**$ 1,000.00**

PO Number: 343032 Supplier: BACKHAUSDANCE Date PO Created: 5/31/2016 8:23:54 AM

Fund 01	Unrestricted Discretionary Accounts	Consultants Instructional	SANTA ANA HIGH SCHOOL	31-May-2016	$ -
				Grand Total:	**$ -**

PO Number: 343033 Supplier: GOPHER Date PO Created: 5/31/2016 8:25:04 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	HENINGER ELEMENTARY SCHOOL	31-May-2016	$ 252.61
				Grand Total:	**$ 252.61**

PO Number: 343034 Supplier: GOPHER Date PO Created: 5/31/2016 8:27:25 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	31-May-2016	$ 384.31
				Grand Total:	**$ 384.31**

PO Number: 343035 Supplier: VEX ROBOTICS, INC. Date PO Created: 5/31/2016 8:29:58 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MCFADDEN INTERMEDIATE SCHOOL	31-May-2016	$ 3,933.61
				Grand Total:	**$ 3,933.61**

PO Number: 343036 Supplier: GABRIEL BARRIENTOS Date PO Created: 5/31/2016 8:31:04 AM

Fund 01	Unrestricted Discretionary Accounts	Consultant Noninstructional	TECHNOLOGY INNOVATION SERVICES	31-May-2016	$ 4,500.00
				Grand Total:	**$ 4,500.00**

PO Number: 343038 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 5/31/2016 8:42:28 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HENINGER ELEMENTARY SCHOOL	31-May-2016	$ 1,559.25
				Grand Total:	**$ 1,559.25**

PO Number: 343039 Supplier: BACH COMPANY (THE) Date PO Created: 5/31/2016 8:47:44 AM

Fund 01	Special Education	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	31-May-2016	$ 290.64
				Grand Total:	**$ 290.64**

PO Number: 343040 Supplier: SCHOOL SAVERS CORPORATION Date PO Created: 5/31/2016 8:53:12 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	VALLEY HIGH SCHOOL	31-May-2016	$ 2,133.81
				Grand Total:	**$ 2,133.81**

PO Number: 343041 Supplier: BARNES & NOBLE BOOKSELLERS, INC. Date PO Created: 5/31/2016 8:56:13 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	31-May-2016	$ 345.17
				Grand Total:	**$ 345.17**

PO Number: 343043 Supplier: ADVANTAGE PRESS, INC. Date PO Created: 5/31/2016 8:58:18 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	31-May-2016	$ 233.28
				Grand Total:	**$ 233.28**

PO Number: 343044 Supplier: VERNIER SOFTWARE AND TECHNOLOGY Date PO Created: 5/31/2016 9:03:21 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	31-May-2016	$ 634.35
				Grand Total:	**$ 634.35**

PO Number: 343045 Supplier: MIND RESEARCH INSTITUTE Date PO Created: 5/31/2016 9:06:25 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HENINGER ELEMENTARY SCHOOL	31-May-2016	$ 172.26
				Grand Total:	**$ 172.26**

PO Number: 343046 Supplier: LEARNING RESOURCES, INC. Date PO Created: 5/31/2016 9:09:42 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	31-May-2016	$ 475.16
				Grand Total:	**$ 475.16**

PO Number: 343047 Supplier: SCHOOL SPECIALTY/CLASSROOM DIRECT Date PO Created: 5/31/2016 9:14:25 AM

Fund 01	Special Education	Materials & Supplies/Software	WILLARD INTERMEDIATE SCHOOL	31-May-2016	$ 108.27
				Grand Total:	**$ 108.27**

PO Number: 343048 Supplier: WITT COMPANY Date PO Created: 5/31/2016 9:17:45 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	JACKSON ELEMENTARY SCHOOL	31-May-2016	$ 547.56
				Grand Total:	**$ 547.56**

PO Number: 343049 Supplier: SIGNATURE AWARDS Date PO Created: 5/31/2016 9:21:08 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	VALLEY HIGH SCHOOL	31-May-2016	$ 1,500.00
				Grand Total:	**$ 1,500.00**

PO Number: 343050 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 9:22:09 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 486.62
				Grand Total:	**$ 486.62**

PO Number: 343051 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 9:27:04 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 486.62
				Grand Total:	**$ 486.62**

PO Number: 343052 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 9:37:26 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 486.62
				Grand Total:	**$ 486.62**

PO Number: 343053 Supplier: SONIC SYSTEMS Date PO Created: 5/31/2016 9:38:15 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	MARTIN ELEMENTARY SCHOOL	31-May-2016	$ 5,929.20
				Grand Total:	**$ 5,929.20**

PO Number: 343054 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 9:42:22 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 486.62
				Grand Total:	**$ 486.62**

PO Number: 343055 Supplier: ANDERSON REPAIR AND SUPPLY COMPANY, INC. Date PO Created: 5/31/2016 10:06:19 AM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	BUILDING SERVICES	31-May-2016	$ 1,648.71
				Grand Total:	**$ 1,648.71**

PO Number: 343056 Supplier: RUBEN ALVAREZ Date PO Created: 5/31/2016 10:35:19 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	COMMUNICATIONS OFFICE	31-May-2016	$ 350.00
				Grand Total:	**$ 350.00**

PO Number: 343057 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 10:38:00 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 486.62
				Grand Total:	**$ 486.62**

PO Number: 343058 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 10:41:52 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 140.20
				Grand Total:	**$ 140.20**

PO Number: 343059 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 5/31/2016 10:45:08 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 140.20
				Grand Total:	**$ 140.20**

PO Number: 343060 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 10:48:15 AM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	SUMMER SCHOOL	31-May-2016	$ 37.46
				Grand Total:	**$ 37.46**

PO Number: 343061 Supplier: BARNES & NOBLE BOOKSELLERS, INC. Date PO Created: 5/31/2016 10:52:43 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	WILLARD INTERMEDIATE SCHOOL	31-May-2016	$ 513.22
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	WILLARD INTERMEDIATE SCHOOL	31-May-2016	$ 3,127.90
				Grand Total:	**$ 3,641.12**

PO Number: 343062 Supplier: BARNES & NOBLE BOOKSELLERS, INC. Date PO Created: 5/31/2016 10:56:49 AM

Fund 01	Special Education	Materials & Supplies/Software	CENTURY HIGH SCHOOL	31-May-2016	$ 252.46
				Grand Total:	**$ 252.46**

PO Number: 343063 Supplier: ZEE MEDICAL SERVICE COMPANY Date PO Created: 5/31/2016 11:43:32 AM

Fund 81	Fund 81 Property & Liability	Materials & Supplies/Software	RISK MANAGEMENT	31-May-2016	$ 1,785.00
				Grand Total:	**$ 1,785.00**

PO Number: 343064 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:00:22 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	PUPIL SUPPORT SERVICES	31-May-2016	$ 97.19
				Grand Total:	**$ 97.19**

PO Number: 343066 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:28:03 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	EDUCATIONAL SERVICES DIVISION	31-May-2016	$ 755.95
Fund 01	Unrestricted Discretionary Accounts	Office Supplies	K-12 TEACHING AND LEARNING	31-May-2016	$ 453.57
				Grand Total:	**$ 1,209.52**

PO Number: 343067 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:36:51 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	31-May-2016	$ 74.13
				Grand Total:	**$ 74.13**

PO Number: 343068 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:44:33 PM

Fund 13	Child Nutrition: School Programs	Supplies Inventory Used Cafeteria	NUTRITION SERVICES	31-May-2016	$ 552.92
				Grand Total:	**$ 552.92**

PO Number: 343069 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:50:47 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HARVEY ELEMENTARY SCHOOL	31-May-2016	$ 87.05
				Grand Total:	**$ 87.05**

PO Number: 343070 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 12:57:27 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	ACCOUNTING DEPARTMENT	31-May-2016	$ 222.05
				Grand Total:	**$ 222.05**

PO Number: 343071 Supplier: SONIC SYSTEMS Date PO Created: 5/31/2016 1:01:21 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	FRANKLIN ELEMENTARY SCHOOL	31-May-2016	$ 492.23
Fund 01	Unrestricted Discretionary Accounts	Office Supplies	FRANKLIN ELEMENTARY SCHOOL	31-May-2016	$ 278.40
				Grand Total:	**$ 770.63**

PO Number: 343072 Supplier: OCDE/AP IN THE OC Date PO Created: 5/31/2016 1:10:03 PM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	MADISON ELEMENTARY SCHOOL	31-May-2016	$ 1,380.00
				Grand Total:	**$ 1,380.00**

PO Number: 343073 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 1:13:34 PM

Fund 01	Head Start	Custodial Supplies	CHILD DEVELOPMENT	31-May-2016	$ 42.96
Fund 01	Head Start	Office Supplies	CHILD DEVELOPMENT	31-May-2016	$ 771.53
				Grand Total:	**$ 814.49**

PO Number: 343074 Supplier: ORANGE COUNTY REGISTER Date PO Created: 5/31/2016 1:21:42 PM

Fund 25	Fund 25 Capital Facilities Fund	Building Improvements	FACILITIES/GOVERNMENTAL RELATIONS	31-May-2016	$ 687.00
				Grand Total:	**$ 687.00**

PO Number: 343075 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 1:25:17 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	BUDGET	31-May-2016	$ 1,609.09
				Grand Total:	**$ 1,609.09**

PO Number: 343076 Supplier: COLBI TECHNOLOGIES, INC. Date PO Created: 5/31/2016 1:28:08 PM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	FACILITIES/GOVERNMENTAL RELATIONS	31-May-2016	$ 1,500.00
				Grand Total:	**$ 1,500.00**

PO Number: 343077 Supplier: ACTION SALES Date PO Created: 5/31/2016 1:30:36 PM

Fund 13	Child Nutrition: School Programs	Non-Capitalized Equipment	WILLARD INTERMEDIATE SCHOOL	31-May-2016	$ 2,959.20
				Grand Total:	**$ 2,959.20**

PO Number: 343078 Supplier: REFRIGERATION CONTROL CO., INC. Date PO Created: 5/31/2016 1:45:29 PM

Fund 13	Child Nutrition: School Programs	Maintenance Contracts Repairs	NUTRITION SERVICES	31-May-2016	$ 3,970.00
				Grand Total:	**$ 3,970.00**

PO Number: 343079 Supplier: ICON ENCLOSURES, INC. Date PO Created: 5/31/2016 2:01:54 PM

Fund 13	Child Nutrition: School Programs	Maintenance Contracts Repairs	NUTRITION SERVICES	31-May-2016	$ 337.50
				Grand Total:	**$ 337.50**

PO Number: 343080 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 2:03:49 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SANTA ANA HIGH SCHOOL	31-May-2016	$ 82.04
				Grand Total:	**$ 82.04**

PO Number: 343081 Supplier: IMAGE ONE CORPORATION Date PO Created: 5/31/2016 2:20:38 PM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	DISTRICT-WIDE	31-May-2016	$ 1,800.00
				Grand Total:	**$ 1,800.00**

PO Number: 343082 Supplier: KYA SERVICES, LLC Date PO Created: 5/31/2016 2:30:27 PM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	VALLEY HIGH SCHOOL	31-May-2016	$ 14,995.00
				Grand Total:	**$ 14,995.00**

PO Number: 343083 Supplier: OFFICE DEPOT Date PO Created: 5/31/2016 2:39:20 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	31-May-2016	$ 518.39
				Grand Total:	**$ 518.39**

PO Number: 343084 Supplier: SHOES FOR CREWS, LLC Date PO Created: 5/31/2016 2:40:10 PM

Fund 13	Child Nutrition: School Programs	Uniforms for Personnel/Students/Etc	NUTRITION SERVICES	31-May-2016	$ 3,500.00
				Grand Total:	**$ 3,500.00**

PO Number: 343085 Supplier: MICRO CENTER Date PO Created: 5/31/2016 2:41:33 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	COMMUNICATIONS OFFICE	31-May-2016	$ 50.00
				Grand Total:	**$ 50.00**

PO Number: 343086 Supplier: PARDESS AIR, INC. Date PO Created: 5/31/2016 2:47:43 PM

Fund 01	California Clean Energy Jobs Act (Prop 39)	Building Improvements	PIO-PICO ELEMENTARY SCHOOL	31-May-2016	$ 526,000.00
				Grand Total:	**$ 526,000.00**

PO Number: 343087 Supplier: G A SYSTEMS Date PO Created: 5/31/2016 2:59:12 PM

Fund 13	Child Nutrition: School Programs	Non-Capitalized Equipment	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	31-May-2016	$ 7,298.74
				Grand Total:	**$ 7,298.74**

PO Number: 343088 Supplier: WAXIE SANITARY SUPPLY Date PO Created: 5/31/2016 5:17:00 PM

Fund 01	Fund 01 General Fund	Stores	WAREHOUSE AND DELIVERY	31-May-2016	$ -
				Grand Total:	**$ -**

PO Number: 343089 Supplier: FERGUSON ENTERPRISES, INC. Date PO Created: 6/1/2016 7:45:32 AM

Fund 01	Ongoing & Major Maintenance Account	Plumbing Supplies	BUILDING SERVICES	01-Jun-2016	$ 3,517.44
				Grand Total:	**$ 3,517.44**

PO Number: 343090 Supplier: CRISP ENTERPRISES dba C2 IMAGING Date PO Created: 6/1/2016 7:54:41 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	FACILITIES/GOVERNMENTAL RELATIONS	01-Jun-2016	$ 770.85
				Grand Total:	**$ 770.85**

PO Number: 343091 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 8:05:38 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MONROE ELEMENTARY SCHOOL	01-Jun-2016	$ 942.65
				Grand Total:	**$ 942.65**

PO Number: 343092 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 8:11:36 AM

Fund 01	Donations (Miscellaneous)	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	01-Jun-2016	$ 28.59
				Grand Total:	**$ 28.59**

PO Number: 343093 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 8:18:47 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	01-Jun-2016	$ 142.55
				Grand Total:	**$ 142.55**

PO Number: 343094 Supplier: ORANGE COUNTY REGISTER Date PO Created: 6/1/2016 8:22:33 AM

Fund 01	Unrestricted Discretionary Accounts	Advertising Expense (news ads)	FACILITIES/GOVERNMENTAL RELATIONS	01-Jun-2016	$ 183.06
				Grand Total:	**$ 183.06**

PO Number: 343095 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 8:24:14 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	01-Jun-2016	$ 223.85
				Grand Total:	**$ 223.85**

PO Number: 343096 Supplier: PRIEST CONSTRUCTION SERVICES, INC. Date PO Created: 6/1/2016 8:27:37 AM

Fund 29	Fund 29 Measure G Series E	Building Inspection	CENTURY HIGH SCHOOL	01-Jun-2016	$ 512.00
				Grand Total:	**$ 512.00**

PO Number: 343097 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 8:32:55 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	01-Jun-2016	$ 391.81
				Grand Total:	**$ 391.81**

PO Number: 343098 Supplier: PJHM ARCHITECTS, INC. Date PO Created: 6/1/2016 8:32:58 AM

Fund 25	Fd 25 Valley P2P	Building Architect	VALLEY HIGH SCHOOL	01-Jun-2016	$ 5,755.00
				Grand Total:	**$ 5,755.00**

PO Number: 343099 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 8:38:47 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MARTIN ELEMENTARY SCHOOL	01-Jun-2016	$ 90.82
				Grand Total:	**$ 90.82**

PO Number: 343100 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 8:44:28 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	01-Jun-2016	$ 394.15
				Grand Total:	**$ 394.15**

PO Number: 343101 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 8:52:13 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HENINGER ELEMENTARY SCHOOL	01-Jun-2016	$ 305.58
				Grand Total:	**$ 305.58**

PO Number: 343102 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 8:54:49 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 557.03
				Grand Total:	**$ 557.03**

PO Number: 343103 Supplier: PARDESS AIR, INC. Date PO Created: 6/1/2016 8:55:30 AM

Fund 01	California Clean Energy Jobs Act (Prop 39)	Building Improvements	KING ELEMENTARY SCHOOL	01-Jun-2016	$ 480,000.00
				Grand Total:	**$ 480,000.00**

PO Number: 343104 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 8:57:05 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 478.02
				Grand Total:	**$ 478.02**

PO Number: 343105 Supplier: ORANGE COUNTY REGISTER Date PO Created: 6/1/2016 8:58:41 AM

Fund 01	Unrestricted Discretionary Accounts	Advertising Expense (news ads)	FACILITIES/GOVERNMENTAL RELATIONS	01-Jun-2016	$ 488.70
				Grand Total:	**$ 488.70**

PO Number: 343106 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:00:00 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MONTE VISTA ELEMENTARY SCHOOL	01-Jun-2016	$ 113.91
				Grand Total:	**$ 113.91**

PO Number: 343107 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/1/2016 9:00:45 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	01-Jun-2016	$ 993.77
				Grand Total:	**$ 993.77**

PO Number: 343108 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:03:02 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	TAFT ELEMENTARY SCHOOL	01-Jun-2016	$ 262.34
				Grand Total:	**$ 262.34**

PO Number: 343109 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:06:31 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MONTE VISTA ELEMENTARY SCHOOL	01-Jun-2016	$ 1,278.55
				Grand Total:	**$ 1,278.55**

PO Number: 343110 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:08:51 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	01-Jun-2016	$ 118.97
				Grand Total:	**$ 118.97**

PO Number: 343111 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:10:53 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 123.09
				Grand Total:	**$ 123.09**

PO Number: 343112 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:12:56 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 782.07
				Grand Total:	**$ 782.07**

PO Number: 343113 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:15:49 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	01-Jun-2016	$ 342.57
				Grand Total:	**$ 342.57**

PO Number: 343114 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:18:08 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	01-Jun-2016	$ 614.92
				Grand Total:	**$ 614.92**

PO Number: 343115 Supplier: MONTGOMERY HARDWARE COMPANY Date PO Created: 6/1/2016 9:18:25 AM

Fund 40	Fund 40 Special Reserve Fund	Building Improvements	MITCHELL CHILD DEVELOPMENT CENTER	01-Jun-2016	$ 247.89
				Grand Total:	**$ 247.89**

PO Number: 343116 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:20:14 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MONTE VISTA ELEMENTARY SCHOOL	01-Jun-2016	$ 153.36
				Grand Total:	**$ 153.36**

PO Number: 343117 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:22:09 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 145.01
				Grand Total:	**$ 145.01**

PO Number: 343118 Supplier: ACTIVE LEARNING Date PO Created: 6/1/2016 9:25:07 AM

Fund 01	Donations (Miscellaneous)	Consultants Instructional	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 400.00
				Grand Total:	**$ 400.00**

PO Number: 343119 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:25:25 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	01-Jun-2016	$ 353.72
				Grand Total:	**$ 353.72**

PO Number: 343120 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:27:19 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ESQUEDA ELEMENTARY SCHOOL	01-Jun-2016	$ 242.00
				Grand Total:	**$ 242.00**

PO Number: 343121 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/1/2016 9:29:17 AM

Fund 01	Donations (Miscellaneous)	Consultants Instructional	ESQUEDA ELEMENTARY SCHOOL	01-Jun-2016	$ 920.00
				Grand Total:	**$ 920.00**

PO Number: 343122 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:29:44 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	KING ELEMENTARY SCHOOL	01-Jun-2016	$ 549.29
				Grand Total:	**$ 549.29**

PO Number: 343123 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/1/2016 9:31:06 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	01-Jun-2016	$ 1,160.00
				Grand Total:	**$ 1,160.00**

PO Number: 343124 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:32:57 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 645.24
				Grand Total:	**$ 645.24**

PO Number: 343125 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/1/2016 9:35:01 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	LATHROP INTERMEDIATE SCHOOL	01-Jun-2016	$ 1,160.00
				Grand Total:	**$ 1,160.00**

PO Number: 343126 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:35:15 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	KENNEDY ELEMENTARY SCHOOL	01-Jun-2016	$ 304.61
				Grand Total:	**$ 304.61**

PO Number: 343127 Supplier: REVOLUTION PREP, LLC Date PO Created: 6/1/2016 9:36:08 AM

Fund 01	Unrestricted - CAHSEE Intensive (7055)	Consultants Instructional	MIDDLE COLLEGE HIGH SCHOOL	01-Jun-2016	$ 3,528.00
				Grand Total:	**$ 3,528.00**

PO Number: 343128 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:37:40 AM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	01-Jun-2016	$ 1,329.45
				Grand Total:	**$ 1,329.45**

PO Number: 343129 Supplier: DIVISION OF STATE ARCHITECT Date PO Created: 6/1/2016 9:39:15 AM

Fund 28	Fund 28 Measure G Series D	Building Fees Office of State Architect	CENTURY HIGH SCHOOL	01-Jun-2016	$ 17,429.79
				Grand Total:	**$ 17,429.79**

PO Number: 343130 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:40:13 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 127.20
				Grand Total:	**$ 127.20**

PO Number: 343131 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/1/2016 9:42:15 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MADISON ELEMENTARY SCHOOL	01-Jun-2016	$ 491.45
				Grand Total:	**$ 491.45**

PO Number: 343132 Supplier: SOUTH COAST LOGISTICS Date PO Created: 6/1/2016 9:48:22 AM

Fund 40	Emergency Repair Prgm-Williams Case	Building Improvements	SADDLEBACK HIGH SCHOOL	01-Jun-2016	$ 1,801.80
				Grand Total:	**$ 1,801.80**

PO Number: 343133 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 6/1/2016 9:59:07 AM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	KING ELEMENTARY SCHOOL	01-Jun-2016	$ 68.85
				Grand Total:	**$ 68.85**

PO Number: 343134 Supplier: KAPLAN EARLY LEARNING COMPANY Date PO Created: 6/1/2016 10:06:02 AM

Fund 01	Unrestricted - CalSafe (6091/6092)	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	01-Jun-2016	$ 320.07
				Grand Total:	**$ 320.07**

PO Number: 343135 Supplier: CLASSROOM DIRECT.COM Date PO Created: 6/1/2016 10:11:32 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HEROES ELEMENTARY SCHOOL	01-Jun-2016	$ 167.10
				Grand Total:	**$ 167.10**

PO Number: 343136 Supplier: AQUARIUM OF THE PACIFIC Date PO Created: 6/1/2016 11:06:11 AM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	01-Jun-2016	$ 1,020.00
				Grand Total:	**$ 1,020.00**

PO Number: 343137 Supplier: METAL ART OF CALIFORNIA, INC. dba SIGN MART/PLASTICS PLUS Date PO Created: 6/1/2016 11:10:45 AM

Fund 01	Fund 01 General Fund	Publication Inventory	PUBLICATIONS	01-Jun-2016	$ 5,000.00
				Grand Total:	**$ 5,000.00**

PO Number: 343138 Supplier: GALLS, LLC dba GALLS/QUARTERMASTER/ROY TAILORS Date PO Created: 6/1/2016 11:15:36 AM

Fund 01	Unrestricted Discretionary Accounts	Police Operational Supplies	SCHOOL POLICE SERVICES	01-Jun-2016	$ 995.76
				Grand Total:	**$ 995.76**

PO Number: 343139 Supplier: DUNN EDWARDS Date PO Created: 6/1/2016 11:19:42 AM

Fund 01	Ongoing & Major Maintenance Account	Non-Capitalized Equipment	BUILDING SERVICES	01-Jun-2016	$ 767.88
				Grand Total:	**$ 767.88**

PO Number: 343140 Supplier: MAINTEX, INC. Date PO Created: 6/1/2016 11:30:09 AM

Fund 13	Child Nutrition: School Programs	Materials & Supplies Warehouse	NUTRITION SERVICES	01-Jun-2016	$ 217.08
				Grand Total:	**$ 217.08**

PO Number: 343141 Supplier: LAW OFFICES OF CHING & ASSOCIATES, P.C. Date PO Created: 6/1/2016 11:43:46 AM

Fund 01	Unrestricted Discretionary Accounts	Legal Settlements	BUSINESS SERVICES DIVISION	01-Jun-2016	$ 20,000.00
				Grand Total:	**$ 20,000.00**

PO Number: 343142 Supplier: BOHM WILDISH, LLP Date PO Created: 6/1/2016 11:58:43 AM

Fund 01	Unrestricted Discretionary Accounts	Legal Settlements	BUSINESS SERVICES DIVISION	01-Jun-2016	$ 50,000.00
				Grand Total:	**$ 50,000.00**

PO Number: 343143 Supplier: ADVANTAGE WEST INVESTMENT ENTERPRISES, INC. dba ADVANTAGE WEST GOVERNMENT PRODUCT SOLUTIONS Date PO Created: 6/1/2016 2:05:18 PM

Fund 01	Fund 01 General Fund	Stores	WAREHOUSE AND DELIVERY	01-Jun-2016	$ 4,941.00
				Grand Total:	**$ 4,941.00**

PO Number: 343144 Supplier: REPAIRZOOM, LLC Date PO Created: 6/1/2016 2:32:13 PM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	01-Jun-2016	$ 115.00
				Grand Total:	**$ 115.00**

PO Number: 343145 Supplier: SQUARE-1 DESIGN GROUP Date PO Created: 6/1/2016 2:41:57 PM

Fund 13	Child Nutrition: School Programs	Other Contracts (F4T, Catering, Uniform Cleaning)	SANTA ANA HIGH SCHOOL	01-Jun-2016	$ 68,250.00
				Grand Total:	**$ 68,250.00**

PO Number: 343146 Supplier: FALLAS PAREDES Date PO Created: 6/1/2016 2:54:43 PM

Fund 01	IASA:Title I Migrant Ed Regular Program	Uniforms for Personnel/Students/Etc	MIGRANT EDUCATION	01-Jun-2016	$ 10,500.00
				Grand Total:	**$ 10,500.00**

PO Number: 343147 Supplier: FALLAS PAREDES Date PO Created: 6/1/2016 3:12:45 PM

Fund 01	IASA:Title I Migrant Ed Regular Program	Uniforms for Personnel/Students/Etc	MIGRANT EDUCATION	01-Jun-2016	$ 26,250.00
				Grand Total:	**$ 26,250.00**

PO Number: 343148 Supplier: AVID CENTER Date PO Created: 6/1/2016 3:30:34 PM

Fund 01	AVID-OCDE Destination Graduation-Interm Schs	Travel Conference	CARR INTERMEDIATE SCHOOL	01-Jun-2016	$ 1,598.00
				Grand Total:	**$ 1,598.00**

PO Number: 343149 Supplier: SCHOLASTIC CLASSROOM BOOKS Date PO Created: 6/1/2016 3:39:21 PM

Fund 01	Saturday Attendance Recovery Program (WIN)	Materials & Supplies/Software	MADISON ELEMENTARY SCHOOL	01-Jun-2016	$ 3,779.36
				Grand Total:	**$ 3,779.36**

PO Number: 343150 Supplier: ACTIVE LEARNING Date PO Created: 6/1/2016 3:56:03 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	01-Jun-2016	$ 300.00
				Grand Total:	**$ 300.00**

PO Number: 343151 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/2/2016 8:12:59 AM

Fund 01	Donations (Miscellaneous)	Consultants Instructional	CARR INTERMEDIATE SCHOOL	02-Jun-2016	$ 920.00
				Grand Total:	**$ 920.00**

PO Number: 343152 Supplier: ACCESS DISPLAY GROUP, INC. dba SWINGFRAME/DISPLAYS4SALE Date PO Created: 6/2/2016 9:16:43 AM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	MARTIN ELEMENTARY SCHOOL	02-Jun-2016	$ 2,306.23
				Grand Total:	**$ 2,306.23**

PO Number: 343153 Supplier: JONATHAN D. MARZLUF Date PO Created: 6/2/2016 11:45:52 AM

Fund 01	Unrestricted Discretionary Accounts	Consultants Instructional	SANTA ANA HIGH SCHOOL	02-Jun-2016	$ 1,000.00
				Grand Total:	**$ 1,000.00**

PO Number: 343154 Supplier: JANET JUN Date PO Created: 6/2/2016 11:49:07 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	HENINGER ELEMENTARY SCHOOL	02-Jun-2016	$ 800.00
				Grand Total:	**$ 800.00**

PO Number: 343155 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 12:41:54 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	PAYROLL DEPARTMENT	02-Jun-2016	$ 64.96
				Grand Total:	**$ 64.96**

PO Number: 343156 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 12:44:56 PM

Fund 01	Pupil Transportation (7230/7240)	Materials & Supplies/Software	TRANSPORTATION DEPARTMENT	02-Jun-2016	$ 98.02
				Grand Total:	**$ 98.02**

PO Number: 343157 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 12:47:07 PM

Fund 01	21st Century ASSETS (roll-up 4124)	Materials & Supplies/Software	CENTURY HIGH SCHOOL	02-Jun-2016	$ 479.07
				Grand Total:	**$ 479.07**

PO Number: 343158 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 1:16:07 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	RESEARCH AND EVALUATION	02-Jun-2016	$ 251.50
				Grand Total:	**$ 251.50**

PO Number: 343159 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 1:23:08 PM

Fund 01	S.D. Bechtel, Jr. Foundation	Materials & Supplies/Software	STAFF DEVELOPMENT	02-Jun-2016	$ 138.07
				Grand Total:	**$ 138.07**

PO Number: 343160 Supplier: OFFICE DEPOT Date PO Created: 6/2/2016 1:28:08 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	FREMONT ELEMENTARY SCHOOL	02-Jun-2016	$ 174.85
				Grand Total:	**$ 174.85**

PO Number: 343161 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/2/2016 1:39:41 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	EDUCATIONAL SERVICES DIVISION	02-Jun-2016	$ 997.86
				Grand Total:	**$ 997.86**

PO Number: 343162 Supplier: KNOTTS BERRY FARM Date PO Created: 6/2/2016 1:39:59 PM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	SIERRA PREPARATORY ACADEMY	02-Jun-2016	$ 6,200.00
				Grand Total:	**$ 6,200.00**

PO Number: 343163 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/2/2016 1:44:32 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	WASHINGTON ELEMENTARY SCHOOL	02-Jun-2016	$ 52.76
				Grand Total:	**$ 52.76**

PO Number: 343164 Supplier: MARATHON INK SCREENPRINTING AND EMBROIDERY Date PO Created: 6/2/2016 1:46:55 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MONTE VISTA ELEMENTARY SCHOOL	02-Jun-2016	$ 378.00
				Grand Total:	**$ 378.00**

PO Number: 343165 Supplier: ULINE SHIPPING SUPPLIES Date PO Created: 6/2/2016 1:49:32 PM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	02-Jun-2016	$ 109.56
				Grand Total:	**$ 109.56**

PO Number: 343166 Supplier: ADVANTAGE WEST INVESTMENT ENTERPRISES, INC. dba ADVANTAGE WEST GOVERNMENT PRODUCT SOLUTIONS Date PO Created: 6/2/2016 1:54:07 PM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	02-Jun-2016	$ 689.34
				Grand Total:	**$ 689.34**

PO Number: 343167 Supplier: USA SHADE & FABRIC STRUCTURES, INC. Date PO Created: 6/2/2016 2:12:13 PM

Fund 01	Unrestricted Discretionary Accounts	Other Equipment	BUILDING SERVICES	02-Jun-2016	$ 87,787.21
				Grand Total:	**$ 87,787.21**

PO Number: 343168 Supplier: DIGITAL NETWORKS GROUP, INC. Date PO Created: 6/2/2016 2:44:10 PM

Fund 01	LCFF-Supplemental/Concentration	Building Improvements	FACILITIES/GOVERNMENTAL RELATIONS	02-Jun-2016	$ 39,536.44
				Grand Total:	**$ 39,536.44**

PO Number: 343169 Supplier: DIGITAL NETWORKS GROUP, INC. Date PO Created: 6/2/2016 2:47:17 PM

Fund 01	LCFF-Supplemental/Concentration	Building Improvements	FACILITIES/GOVERNMENTAL RELATIONS	02-Jun-2016	$ 11,868.20
				Grand Total:	**$ 11,868.20**

PO Number: 343170 Supplier: TOMARK SPORTS, INC. Date PO Created: 6/2/2016 2:50:26 PM

Fund 01	One-Time Carryover Funds	Materials & Supplies/Software	SADDLEBACK HIGH SCHOOL	02-Jun-2016	$ 14,554.40
				Grand Total:	**$ 14,554.40**

PO Number: 343173 Supplier: MORPHO TRUST USA Date PO Created: 6/2/2016 3:00:10 PM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	SCHOOL POLICE SERVICES	02-Jun-2016	$ 2,841.84
				Grand Total:	**$ 2,841.84**

PO Number: 343174 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/2/2016 3:02:20 PM

Fund 01	Special Education	Office Supplies	SPECIAL EDUCATION	02-Jun-2016	$ 3,255.23
				Grand Total:	**$ 3,255.23**

PO Number: 343175 Supplier: APPLE, INC. Date PO Created: 6/2/2016 3:05:31 PM

Fund 01	Special Ed: Mental Health Services	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	02-Jun-2016	$ 3.24
Fund 01	Special Ed: Mental Health Services	Non-Capitalized Equipment	GODINEZ FUNDAMENTAL HIGH SCHOOL	02-Jun-2016	$ 1,294.92
				Grand Total:	**$ 1,298.16**

PO Number: 343176 Supplier: AREY JONES EDUCATIONAL SOLUTIONS Date PO Created: 6/2/2016 3:06:25 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	02-Jun-2016	$ 21,824.64
Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	02-Jun-2016	$ 6,252.24
Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	06-Jun-2016	$ 2,728.08
				Grand Total:	**$ 30,804.96**

PO Number: 343177 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 6/2/2016 3:07:35 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	HENINGER ELEMENTARY SCHOOL	02-Jun-2016	$ 378.00
				Grand Total:	**$ 378.00**

PO Number: 343178 Supplier: G A SYSTEMS Date PO Created: 6/2/2016 3:15:33 PM

Fund 13	Child Nutrition: School Programs	Non-Capitalized Equipment	CENTURY HIGH SCHOOL	02-Jun-2016	$ 10,898.11
				Grand Total:	**$ 10,898.11**

PO Number: 343179 Supplier: B AND H PHOTO VIDEO Date PO Created: 6/3/2016 8:26:21 AM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	03-Jun-2016	$ 228.87
				Grand Total:	**$ 228.87**

PO Number: 343180 Supplier: CINDY A. BECKETT DBA PROGRAM SUPPORT SERVICES Date PO Created: 6/3/2016 8:36:41 AM

Fund 01	California Career Pathways Trust	Consultant Noninstructional	REGIONAL OCCUPATIONAL PROGRAM	03-Jun-2016	$ 51,375.00
				Grand Total:	**$ 51,375.00**

PO Number: 343181 Supplier: APEX AUDIO, INC. Date PO Created: 6/3/2016 8:40:27 AM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	03-Jun-2016	$ 2,247.41
				Grand Total:	**$ 2,247.41**

PO Number: 343182 Supplier: TEAM ATHLETICS AKA TAGEAR Date PO Created: 6/3/2016 8:51:37 AM

Fund 01	Unrestricted Discretionary Accounts	Uniforms for Personnel/Students/Etc	GODINEZ FUNDAMENTAL HIGH SCHOOL	03-Jun-2016	$ 1,953.99
				Grand Total:	**$ 1,953.99**

PO Number: 343183 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 8:57:13 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	PAYROLL DEPARTMENT	03-Jun-2016	$ 46.41
				Grand Total:	**$ 46.41**

PO Number: 343184 Supplier: PROJECT LEAD THE WAY, INC. Date PO Created: 6/3/2016 8:57:26 AM

Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	CARR INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	ESQUEDA ELEMENTARY SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	HENINGER ELEMENTARY SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	LATHROP INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	MCFADDEN INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	SANTIAGO ELEMENTARY SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	SIERRA PREPARATORY ACADEMY	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	SPURGEON INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
Fund 01	PLTW (Project Lead The Way, Inc.)	Testing Dues & Participation Fees	WILLARD INTERMEDIATE SCHOOL	03-Jun-2016	$ 750.00
				Grand Total:	**$ 9,000.00**

PO Number: 343185 Supplier: US AIR CONDITIONING DISTRIBUTORS, INC. Date PO Created: 6/3/2016 9:00:42 AM

Fund 01	Ongoing & Major Maintenance Account	HVAC Supplies	BUILDING SERVICES	03-Jun-2016	$ 4,385.43
				Grand Total:	**$ 4,385.43**

PO Number: 343186 Supplier: PROJECT LEAD THE WAY, INC. Date PO Created: 6/3/2016 9:01:14 AM

Fund 01	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	Testing Dues & Participation Fees	REGIONAL OCCUPATIONAL PROGRAM	03-Jun-2016	$ 14,750.00
				Grand Total:	**$ 14,750.00**

PO Number: 343187 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/3/2016 9:02:22 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	03-Jun-2016	$ 239.93
				Grand Total:	**$ 239.93**

PO Number: 343188 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/3/2016 9:10:22 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	03-Jun-2016	$ 242.93
				Grand Total:	**$ 242.93**

PO Number: 343189 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 9:15:47 AM

Fund 01	21st Century ASSETS (roll-up 4124)	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	03-Jun-2016	$ 231.17
				Grand Total:	**$ 231.17**

PO Number: 343190 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/3/2016 9:20:19 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	03-Jun-2016	$ 416.60
				Grand Total:	**$ 416.60**

PO Number: 343191 Supplier: CALIFORNIA STATEWIDE IR Date PO Created: 6/3/2016 9:21:00 AM

Fund 01	IASA:Title I Migrant Ed Regular Program	Travel Conference	MIGRANT EDUCATION	03-Jun-2016	$ 1.08
				Grand Total:	**$ 1.08**

PO Number: 343192 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/3/2016 9:24:41 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	03-Jun-2016	$ 330.60
				Grand Total:	**$ 330.60**

PO Number: 343193 Supplier: DIGITAL NETWORKS GROUP, INC. Date PO Created: 6/3/2016 9:25:43 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	03-Jun-2016	$ 2,011.34
				Grand Total:	**$ 2,011.34**

PO Number: 343194 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/3/2016 9:29:05 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HARVEY ELEMENTARY SCHOOL	03-Jun-2016	$ 273.03
				Grand Total:	**$ 273.03**

PO Number: 343195 Supplier: PRB CONSTRUCTION Date PO Created: 6/3/2016 9:30:44 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	03-Jun-2016	$ 2,552.40
				Grand Total:	**$ 2,552.40**

PO Number: 343196 Supplier: SAFARI PARK Date PO Created: 6/3/2016 9:30:47 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	TAFT ELEMENTARY SCHOOL	03-Jun-2016	$ 925.00
				Grand Total:	**$ 925.00**

PO Number: 343197 Supplier: DISCOUNT SCHOOL SUPPLY Date PO Created: 6/3/2016 9:33:45 AM

Fund 01	Unrestricted - CalSafe (6091/6092)	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	03-Jun-2016	$ 685.17
				Grand Total:	**$ 685.17**

PO Number: 343198 Supplier: BOWERS MUSEUM OF CULTURAL ART Date PO Created: 6/3/2016 9:38:53 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	TAFT ELEMENTARY SCHOOL	03-Jun-2016	$ 1,495.00
				Grand Total:	**$ 1,495.00**

PO Number: 343199 Supplier: BLICK ART MATERIALS dba DICK BLICK COMPANY Date PO Created: 6/3/2016 9:47:43 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SPURGEON INTERMEDIATE SCHOOL	03-Jun-2016	$ 2,167.83
				Grand Total:	**$ 2,167.83**

PO Number: 343200 Supplier: AUGUSTIN EGELSEE, LLP Date PO Created: 6/3/2016 9:51:38 AM

Fund 01	Special Education	Legal Audit and Election Contracts	SPECIAL EDUCATION	03-Jun-2016	$ 6,250.00
				Grand Total:	**$ 6,250.00**

PO Number: 343201 Supplier: REALLY GOOD STUFF, INC. Date PO Created: 6/3/2016 10:09:12 AM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	03-Jun-2016	$ 6,106.36
				Grand Total:	**$ 6,106.36**

PO Number: 343202 Supplier: ADVANCED COLOR SOLUTIONS, INC. Date PO Created: 6/3/2016 10:14:50 AM

Fund 01	Fund 01 General Fund	Publication Inventory	PUBLICATIONS	03-Jun-2016	$ 5,000.00
				Grand Total:	**$ 5,000.00**

PO Number: 343203 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 6/3/2016 10:15:17 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	SEPULVEDA ELEMENTARY SCHOOL	03-Jun-2016	$ 453.85
				Grand Total:	**$ 453.85**

PO Number: 343204 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 6/3/2016 10:21:06 AM

Fund 01	MediCal Administrative Activities (MAA)	Health Supplies	PUPIL SUPPORT SERVICES	03-Jun-2016	$ 265.95
				Grand Total:	**$ 265.95**

PO Number: 343205 Supplier: SCHOOL HEALTH CORPORATION Date PO Created: 6/3/2016 10:28:09 AM

Fund 01	Unrestricted Discretionary Accounts	Health Supplies	SEGERSTROM HIGH SCHOOL	03-Jun-2016	$ 123.51
				Grand Total:	**$ 123.51**

PO Number: 343206 Supplier: NATIONAL PEN COMPANY Date PO Created: 6/3/2016 10:30:31 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Office Supplies	STUDENT ACHIEVEMENT	03-Jun-2016	$ 1,340.23
				Grand Total:	**$ 1,340.23**

PO Number: 343207 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:33:52 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	TAFT ELEMENTARY SCHOOL	03-Jun-2016	$ 673.90
				Grand Total:	**$ 673.90**

PO Number: 343208 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/3/2016 10:36:33 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	SIERRA PREPARATORY ACADEMY	03-Jun-2016	$ 436.45
				Grand Total:	**$ 436.45**

PO Number: 343209 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:38:15 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HARVEY ELEMENTARY SCHOOL	03-Jun-2016	$ 265.73
				Grand Total:	**$ 265.73**

PO Number: 343210 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 6/3/2016 10:43:07 AM

Fund 01	Unrestricted Discretionary Accounts	Inventory Loss	WAREHOUSE AND DELIVERY	03-Jun-2016	$ 110.16
				Grand Total:	**$ 110.16**

PO Number: 343211 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:44:53 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	03-Jun-2016	$ 246.12
				Grand Total:	**$ 246.12**

PO Number: 343212 Supplier: SCHOOL SPECIALTY/CLASSROOM DIRECT Date PO Created: 6/3/2016 10:46:34 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEGERSTROM HIGH SCHOOL	03-Jun-2016	$ 314.04
				Grand Total:	**$ 314.04**

PO Number: 343213 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:47:18 AM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	FRANKLIN ELEMENTARY SCHOOL	03-Jun-2016	$ 491.45
				Grand Total:	**$ 491.45**

PO Number: 343214 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:49:37 AM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	03-Jun-2016	$ 613.54
Fund 01	Head Start	Non-Capitalized Equipment	CHILD DEVELOPMENT	03-Jun-2016	$ 563.27
				Grand Total:	**$ 1,176.81**

PO Number: 343215 Supplier: S & S WORLDWIDE, INC. Date PO Created: 6/3/2016 10:53:31 AM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	AFTER SCHOOL PROGRAMS	03-Jun-2016	$ 3,602.30
				Grand Total:	**$ 3,602.30**

PO Number: 343216 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 10:56:37 AM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	03-Jun-2016	$ 791.54
				Grand Total:	**$ 791.54**

PO Number: 343217 Supplier: AVID CENTER Date PO Created: 6/3/2016 11:09:34 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Travel Conference	SANTA ANA HIGH SCHOOL	03-Jun-2016	$ 4,350.00
				Grand Total:	**$ 4,350.00**

PO Number: 343218 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 11:18:42 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	WILSON ELEMENTARY SCHOOL	03-Jun-2016	$ 3,190.75
				Grand Total:	**$ 3,190.75**

PO Number: 343219 Supplier: WAGON TRAIN FEED & TACK Date PO Created: 6/3/2016 11:21:08 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	03-Jun-2016	$ 103.90
				Grand Total:	**$ 103.90**

PO Number: 343220 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 11:22:14 AM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	03-Jun-2016	$ 71.71
				Grand Total:	**$ 71.71**

PO Number: 343221 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 11:24:08 AM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	03-Jun-2016	$ 187.15
				Grand Total:	**$ 187.15**

PO Number: 343222 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 11:26:13 AM

Fund 12	Child Development: CA State Preschool Prog	Materials & Supplies/Software	EARLY CHILDHOOD EDUCATION	03-Jun-2016	$ 1,318.35
				Grand Total:	**$ 1,318.35**

PO Number: 343223 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/3/2016 11:28:05 AM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	03-Jun-2016	$ 166.08
				Grand Total:	**$ 166.08**

PO Number: 343224 Supplier: TEACHER MATCH SOLUTIONS Date PO Created: 6/3/2016 11:50:42 AM

Fund 13	Child Nutrition: School Programs	Travel Conference	NUTRITION SERVICES	03-Jun-2016	$ -
				Grand Total:	**$ -**

PO Number: 343225 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 11:54:38 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	03-Jun-2016	$ 247.41
				Grand Total:	**$ 247.41**

PO Number: 343226 Supplier: US AIR CONDITIONING DISTRIBUTORS Date PO Created: 6/3/2016 12:00:00 PM

Fund 40	Emergency Repair Prgm-Williams Case	Building Improvements	SADDLEBACK HIGH SCHOOL	03-Jun-2016	$ 41,720.00
				Grand Total:	**$ 41,720.00**

PO Number: 343227 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:02:50 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ESQUEDA ELEMENTARY SCHOOL	03-Jun-2016	$ 95.26
				Grand Total:	**$ 95.26**

PO Number: 343230 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 12:12:24 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	03-Jun-2016	$ 62.81
				Grand Total:	**$ 62.81**

PO Number: 343232 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:20:38 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	DIAMOND ELEMENTARY SCHOOL	03-Jun-2016	$ 56.69
				Grand Total:	**$ 56.69**

PO Number: 343233 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 12:33:11 PM

Fund 01	Donations (Miscellaneous)	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	03-Jun-2016	$ 667.60
				Grand Total:	**$ 667.60**

PO Number: 343234 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:41:57 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HOOVER ELEMENTARY SCHOOL	03-Jun-2016	$ 84.24
				Grand Total:	**$ 84.24**

PO Number: 343235 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:44:35 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	FACILITIES/GOVERNMENTAL RELATIONS	03-Jun-2016	$ 61.50
				Grand Total:	**$ 61.50**

PO Number: 343236 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:46:35 PM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	COMMUNITY DAY HIGH SCHOOL	03-Jun-2016	$ 1,633.55
				Grand Total:	**$ 1,633.55**

PO Number: 343237 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 12:50:18 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	03-Jun-2016	$ 240.92
				Grand Total:	**$ 240.92**

PO Number: 343238 Supplier: OFFICE DEPOT Date PO Created: 6/3/2016 12:51:02 PM

Fund 01	Special Education	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	03-Jun-2016	$ 63.12
				Grand Total:	**$ 63.12**

PO Number: 343239 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 12:53:39 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	03-Jun-2016	$ 238.44
				Grand Total:	**$ 238.44**

PO Number: 343240 Supplier: S & S WORLDWIDE, INC. Date PO Created: 6/3/2016 12:59:53 PM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	SPURGEON INTERMEDIATE SCHOOL	03-Jun-2016	$ 1,676.75
				Grand Total:	**$ 1,676.75**

PO Number: 343241 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 1:00:39 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	KENNEDY ELEMENTARY SCHOOL	03-Jun-2016	$ 114.02
				Grand Total:	**$ 114.02**

PO Number: 343242 Supplier: ULINE SHIPPING SUPPLIES Date PO Created: 6/3/2016 1:15:51 PM

Fund 13	Child Nutrition: School Programs	Supplies Inventory Used Cafeteria	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	03-Jun-2016	$ 243.00
				Grand Total:	**$ 243.00**

PO Number: 343243 Supplier: VIRCO, INC. Date PO Created: 6/3/2016 1:23:29 PM

Fund 01	Special Ed: Early Ed Individuals with Exceptional Needs Infant Program	Materials & Supplies/Software	MITCHELL CHILD DEVELOPMENT CENTER	03-Jun-2016	$ 322.96
				Grand Total:	**$ 322.96**

PO Number: 343244 Supplier: TRANE U.S., INC. dba TRANCE Date PO Created: 6/3/2016 1:30:42 PM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	03-Jun-2016	$ 6,055.28
				Grand Total:	**$ 6,055.28**

PO Number: 343245 Supplier: UCLA REGENTS OF LOS ANGELES Date PO Created: 6/3/2016 1:35:59 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Travel Conference	SANTA ANA HIGH SCHOOL	03-Jun-2016	$ 200.00
				Grand Total:	**$ 200.00**

PO Number: 343246 Supplier: WEST COAST FIRE & INTEGRATION, INC. Date PO Created: 6/3/2016 1:36:37 PM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	03-Jun-2016	$ 2,448.90
				Grand Total:	**$ 2,448.90**

PO Number: 343247 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 1:39:06 PM

Fund 01	AVID-OCDE Destination Graduation-Interm Schs	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	03-Jun-2016	$ 1,005.38
				Grand Total:	**$ 1,005.38**

PO Number: 343248 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 1:55:27 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	DIAMOND ELEMENTARY SCHOOL	03-Jun-2016	$ 1,446.39
				Grand Total:	**$ 1,446.39**

PO Number: 343249 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:00:18 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	03-Jun-2016	$ 46.86
				Grand Total:	**$ 46.86**

PO Number: 343250 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:03:25 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	FREMONT ELEMENTARY SCHOOL	03-Jun-2016	$ 1,154.44
				Grand Total:	**$ 1,154.44**

PO Number: 343251 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:11:01 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 22.41
				Grand Total:	**$ 22.41**

PO Number: 343252 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:14:47 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 617.33
				Grand Total:	**$ 617.33**

PO Number: 343253 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:20:11 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 18.35
				Grand Total:	**$ 18.35**

PO Number: 343254 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:22:25 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 173.15
				Grand Total:	**$ 173.15**

PO Number: 343255 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:28:23 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 159.85
				Grand Total:	**$ 159.85**

PO Number: 343256 Supplier: SOUTHWEST SCHOOL AND OFFICE SUPPLY Date PO Created: 6/3/2016 2:37:10 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	03-Jun-2016	$ 2,754.00
				Grand Total:	**$ 2,754.00**

PO Number: 343257 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:50:17 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 330.21
				Grand Total:	**$ 330.21**

PO Number: 343258 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 2:58:07 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 148.56
				Grand Total:	**$ 148.56**

PO Number: 343259 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 3:03:37 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 187.18
				Grand Total:	**$ 187.18**

PO Number: 343260 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/3/2016 3:10:05 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	03-Jun-2016	$ 115.17
				Grand Total:	**$ 115.17**

PO Number: 343261 Supplier: GRAINGER Date PO Created: 6/3/2016 3:31:50 PM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	03-Jun-2016	$ 486.00
				Grand Total:	**$ 486.00**

PO Number: 343262 Supplier: GHATAODE BANNON ARCHITECTS, LLP Date PO Created: 6/3/2016 3:48:35 PM

Fund 40	Emergency Repair Prgm-Williams Case	Building Architect	SADDLEBACK HIGH SCHOOL	03-Jun-2016	$ 18,541.36
				Grand Total:	**$ 18,541.36**

PO Number: 343263 Supplier: NINYO & MOORE GEOTECHNICAL & ENVIROMENTAL SCIENCE CONSULTANTS Date PO Created: 6/3/2016 3:50:28 PM

Fund 40	Emergency Repair Prgm-Williams Case	Building Lab Tests Construction	SADDLEBACK HIGH SCHOOL	03-Jun-2016	$ 5,870.50
				Grand Total:	**$ 5,870.50**

PO Number: 343264 Supplier: BAINBRIDGE ENVIROMENTAL CONSULTANTS, INC. Date PO Created: 6/3/2016 3:52:22 PM

Fund 40	Emergency Repair Prgm-Williams Case	Building Lab Tests Construction	SADDLEBACK HIGH SCHOOL	03-Jun-2016	$ 6,533.50
				Grand Total:	**$ 6,533.50**

PO Number: 343266 Supplier: OFFICE DEPOT Date PO Created: 6/6/2016 7:42:31 AM

Fund 01	Head Start	Office Supplies	CHILD DEVELOPMENT	06-Jun-2016	$ 152.02
				Grand Total:	**$ 152.02**

PO Number: 343267 Supplier: OFFICE DEPOT Date PO Created: 6/6/2016 7:45:01 AM

Fund 01	AVID-OCDE Destination Graduation-Interm Schs	Materials & Supplies/Software	SPURGEON INTERMEDIATE SCHOOL	06-Jun-2016	$ 2,034.40
				Grand Total:	**$ 2,034.40**

PO Number: 343268 Supplier: OFFICE DEPOT Date PO Created: 6/6/2016 7:49:33 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	HOOVER ELEMENTARY SCHOOL	06-Jun-2016	$ 335.14
				Grand Total:	**$ 335.14**

PO Number: 343270 Supplier: EVOLLVE, INC. Date PO Created: 6/6/2016 8:00:07 AM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	06-Jun-2016	$ 1,090.80
				Grand Total:	**$ 1,090.80**

PO Number: 343271 Supplier: BSN SPORTS Date PO Created: 6/6/2016 8:03:08 AM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	GODINEZ FUNDAMENTAL HIGH SCHOOL	06-Jun-2016	$ 1,600.00
Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	06-Jun-2016	$ 5,183.60
				Grand Total:	**$ 6,783.60**

PO Number: 343272 Supplier: GOLD COAST FENCE, INC. Date PO Created: 6/6/2016 8:50:02 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	06-Jun-2016	$ 5,915.00
				Grand Total:	**$ 5,915.00**

PO Number: 343273 Supplier: GOLD COAST FENCE, INC. Date PO Created: 6/6/2016 8:56:44 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	06-Jun-2016	$ 1,665.00
				Grand Total:	**$ 1,665.00**

PO Number: 343274 Supplier: ORIENTAL TRADING COMPANY, INC. Date PO Created: 6/6/2016 9:07:03 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	06-Jun-2016	$ 273.09
				Grand Total:	**$ 273.09**

PO Number: 343275 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 9:12:23 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	06-Jun-2016	$ 140.76
				Grand Total:	**$ 140.76**

PO Number: 343276 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 9:21:03 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	06-Jun-2016	$ 46.80
				Grand Total:	**$ 46.80**

PO Number: 343277 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 9:28:29 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MARTIN ELEMENTARY SCHOOL	06-Jun-2016	$ 1,493.62
				Grand Total:	**$ 1,493.62**

PO Number: 343279 Supplier: GOLD COAST FENCE, INC. Date PO Created: 6/6/2016 9:37:53 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	06-Jun-2016	$ 3,430.00
				Grand Total:	**$ 3,430.00**

PO Number: 343280 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 9:37:56 AM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	EDUCATIONAL SERVICES DIVISION	06-Jun-2016	$ 4,220.80
				Grand Total:	**$ 4,220.80**

PO Number: 343281 Supplier: USS MIDWAY MUSEUM Date PO Created: 6/6/2016 10:33:25 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	SEGERSTROM HIGH SCHOOL	06-Jun-2016	$ 712.80
Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Sub-Agreements Transportation	SEGERSTROM HIGH SCHOOL	06-Jun-2016	$ 79.20
				Grand Total:	**$ 792.00**

PO Number: 343282 Supplier: ORANGE COUNTY DEPARTMENT OF EDUCATION Date PO Created: 6/6/2016 10:44:40 AM

Fund 01	NCLB:Title I, School Improvement Grant QEIA	Travel Conference	VALLEY HIGH SCHOOL	06-Jun-2016	$ 598.00
				Grand Total:	**$ 598.00**

PO Number: 343283 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 10:54:27 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	06-Jun-2016	$ 16.19
				Grand Total:	**$ 16.19**

PO Number: 343284 Supplier: OFFICE DEPOT Date PO Created: 6/6/2016 10:59:47 AM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	SIERRA PREPARATORY ACADEMY	06-Jun-2016	$ 1,403.98
				Grand Total:	**$ 1,403.98**

PO Number: 343285 Supplier: EDMODO Date PO Created: 6/6/2016 11:18:48 AM

Fund 01	Title II-Part A Improving Teacher Quality	Travel Conference	NONPUBLIC SCHOOLS	06-Jun-2016	$ 6,500.00
				Grand Total:	**$ 6,500.00**

PO Number: 343286 Supplier: OLIVIA MACIAS dba OLIS FLOWERS Date PO Created: 6/6/2016 11:22:40 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (F4T, Catering, Uniform Cleaning)	SADDLEBACK HIGH SCHOOL	06-Jun-2016	$ 550.00
				Grand Total:	**$ 550.00**

PO Number: 343287 Supplier: OFFICE DEPOT Date PO Created: 6/6/2016 11:48:57 AM

Fund 13	Child Nutrition: School Programs	Office Supplies	NUTRITION SERVICES	06-Jun-2016	$ 285.12
				Grand Total:	**$ 285.12**

PO Number: 343288 Supplier: COUNTY OF ORANGE TREASURER-TAX COLLECTOR Date PO Created: 6/6/2016 11:55:04 AM

Fund 01	Unrestricted Discretionary Accounts	Communications	SCHOOL POLICE SERVICES	06-Jun-2016	$ 1,305.00
				Grand Total:	**$ 1,305.00**

PO Number: 343289 Supplier: TJ JANCA CONSTRUCTION, INC. Date PO Created: 6/6/2016 11:56:39 AM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	06-Jun-2016	$ 49,830.00
				Grand Total:	**$ 49,830.00**

PO Number: 343290 Supplier: SCHOLASTIC BOOK FAIRS Date PO Created: 6/6/2016 12:10:01 PM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Materials & Supplies/Software	PIO-PICO ELEMENTARY SCHOOL	06-Jun-2016	$ 1,198.28
				Grand Total:	**$ 1,198.28**

PO Number: 343292 Supplier: GRAINGER Date PO Created: 6/6/2016 1:47:40 PM

Fund 13	Child Nutrition: School Programs	Supplies Inventory Used Cafeteria	NUTRITION SERVICES	06-Jun-2016	$ 103.04
				Grand Total:	**$ 103.04**

PO Number: 343293 Supplier: J.L. COBB PAINTING Date PO Created: 6/6/2016 2:17:13 PM

Fund 01	Unrestricted Discretionary Accounts	Maintenance Contracts Repairs	BUSINESS SERVICES DIVISION	06-Jun-2016	$ 1,775.00
				Grand Total:	**$ 1,775.00**

PO Number: 343294 Supplier: US AIR CONDITIONING DISTRIBUTORS, INC. Date PO Created: 6/6/2016 2:26:20 PM

Fund 01	Ongoing & Major Maintenance Account	HVAC Supplies	BUILDING SERVICES	06-Jun-2016	$ 1,522.81
				Grand Total:	**$ 1,522.81**

PO Number: 343295 Supplier: DAWN SIGN PRESS Date PO Created: 6/6/2016 2:42:10 PM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	06-Jun-2016	$ 612.26
				Grand Total:	**$ 612.26**

PO Number: 343296 Supplier: PRB CONSTRUCTION Date PO Created: 6/6/2016 2:42:22 PM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	06-Jun-2016	$ 2,400.00
				Grand Total:	**$ 2,400.00**

PO Number: 343297 Supplier: GUITAR CENTER STORES, INC. dba MUSIC AND ARTS CENTER Date PO Created: 6/6/2016 2:47:31 PM

Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	06-Jun-2016	$ 316.76
				Grand Total:	**$ 316.76**

PO Number: 343298 Supplier: AQUARIUM OF THE PACIFIC Date PO Created: 6/6/2016 2:51:30 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	ROOSEVELT ELEMENTARY SCHOOL	06-Jun-2016	$ 660.00
				Grand Total:	**$ 660.00**

PO Number: 343299 Supplier: BUREAU OF EDUCATION AND RESEARCH Date PO Created: 6/6/2016 2:57:12 PM

Fund 01	Title II-Part A Improving Teacher Quality	Materials & Supplies/Software	NONPUBLIC SCHOOLS	06-Jun-2016	$ 18,424.10
				Grand Total:	**$ 18,424.10**

PO Number: 343300 Supplier: COUNTY OF ORANGE TREASURER-TAX COLLECTOR Date PO Created: 6/6/2016 2:59:00 PM

Fund 01	Unrestricted Discretionary Accounts	Communications	SCHOOL POLICE SERVICES	06-Jun-2016	$ 1,080.00
				Grand Total:	**$ 1,080.00**

PO Number: 343301 Supplier: DISNEY YOUTH EDUCATION SERIES Date PO Created: 6/6/2016 3:02:45 PM

Fund 01	Education Academy [0434] CHS	Materials & Supplies/Software	CENTURY HIGH SCHOOL	06-Jun-2016	$ 1,710.00
				Grand Total:	**$ 1,710.00**

PO Number: 343302 Supplier: ORANGE COUNTY REGISTER Date PO Created: 6/6/2016 3:03:21 PM

Fund 40	Emergency Repair Prgm-Williams Case	Plans All Other - Printing, etc.	SADDLEBACK HIGH SCHOOL	06-Jun-2016	$ 3,383.76
				Grand Total:	**$ 3,383.76**

PO Number: 343303 Supplier: PJHM ARCHITECTS, INC. Date PO Created: 6/6/2016 3:05:59 PM

Fund 29	Fund 29 Measure G Series E	Building Architect	FRANKLIN ELEMENTARY SCHOOL	06-Jun-2016	$ 10,155.00
				Grand Total:	**$ 10,155.00**

PO Number: 343304 Supplier: PJHM ARCHITECTS, INC. Date PO Created: 6/6/2016 3:15:05 PM

Fund 29	Fund 29 Measure G Series E	Building Architect	KING ELEMENTARY SCHOOL	06-Jun-2016	$ 24,201.02
				Grand Total:	**$ 24,201.02**

PO Number: 343305 Supplier: WONDER WORKSHOP, INC. Date PO Created: 6/6/2016 3:17:06 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	LOWELL ELEMENTARY SCHOOL	06-Jun-2016	$ 2,829.60
				Grand Total:	**$ 2,829.60**

PO Number: 343306 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/6/2016 4:43:41 PM

Fund 13	Child Nutrition: School Programs	Office Supplies	NUTRITION SERVICES	06-Jun-2016	$ 902.84
				Grand Total:	**$ 902.84**

PO Number: 343307 Supplier: GRAINGER Date PO Created: 6/6/2016 4:46:29 PM

Fund 13	Child Nutrition: School Programs	Non-Capitalized Equipment	NUTRITION SERVICES	06-Jun-2016	$ 1,442.49
Fund 13	Child Nutrition: School Programs	Office Supplies	NUTRITION SERVICES	06-Jun-2016	$ 768.47
Fund 13	Child Nutrition: School Programs	Supplies Inventory Used Cafeteria	NUTRITION SERVICES	06-Jun-2016	$ 53.33
				Grand Total:	**$ 2,264.29**

PO Number: 343308 Supplier: LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET Date PO Created: 6/6/2016 4:48:10 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	DAVIS ELEMENTARY SCHOOL	06-Jun-2016	$ 1,107.00
				Grand Total:	**$ 1,107.00**

PO Number: 343309 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/6/2016 4:49:54 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	RESEARCH AND EVALUATION	06-Jun-2016	$ 185.28
				Grand Total:	**$ 185.28**

PO Number: 343310 Supplier: B&H PHOTO VIDEO Date PO Created: 6/6/2016 4:50:56 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	06-Jun-2016	$ 405.00
Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	06-Jun-2016	$ 916.92
				Grand Total:	**$ 1,321.92**

PO Number: 343311 Supplier: APPLE, INC. Date PO Created: 6/6/2016 4:55:17 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	06-Jun-2016	$ 429.84
				Grand Total:	**$ 429.84**

PO Number: 343312 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/6/2016 4:57:58 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARVER ELEMENTARY SCHOOL	06-Jun-2016	$ 492.26
				Grand Total:	**$ 492.26**

PO Number: 343313 Supplier: BEST BUY GOV, LLC Date PO Created: 6/6/2016 4:59:14 PM

Fund 01	NCLB:Title I, School Improvement Grant QEIA	Non-Capitalized Equipment	VALLEY HIGH SCHOOL	06-Jun-2016	$ 14,184.49
				Grand Total:	**$ 14,184.49**

PO Number: 343314 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 5:06:58 PM

Fund 01	AVID-OCDE Destination Graduation-Interm Schs	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	06-Jun-2016	$ 62.62
Fund 01	AVID-OCDE Destination Graduation-Interm Schs	Non-Capitalized Equipment	CARR INTERMEDIATE SCHOOL	06-Jun-2016	$ 654.25
				Grand Total:	**$ 716.87**

PO Number: 343315 Supplier: GREGG KENT dba WORKSETTINGS INTERNATIONAL, LLC Date PO Created: 6/6/2016 5:11:02 PM

Fund 01	Medi-Cal Billing Option	Non-Capitalized Equipment	PUPIL SUPPORT SERVICES	06-Jun-2016	$ 702.00
Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	PUPIL SUPPORT SERVICES	06-Jun-2016	$ 692.28
				Grand Total:	**$ 1,394.28**

PO Number: 343316 Supplier: APPLE, INC. Date PO Created: 6/6/2016 5:12:15 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	SEPULVEDA ELEMENTARY SCHOOL	06-Jun-2016	$ 5,551.20
				Grand Total:	**$ 5,551.20**

PO Number: 343317 Supplier: GOVCONNECTION Date PO Created: 6/6/2016 5:15:27 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	06-Jun-2016	$ 389.38
				Grand Total:	**$ 389.38**

PO Number: 343318 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/6/2016 5:16:52 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	06-Jun-2016	$ 2,627.11
				Grand Total:	**$ 2,627.11**

PO Number: 343319 Supplier: GREGG KENT dba WORKSETTINGS INTERNATIONAL, LLC Date PO Created: 6/6/2016 5:22:02 PM

Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	PUPIL SUPPORT SERVICES	06-Jun-2016	$ 16,317.72
				Grand Total:	**$ 16,317.72**

PO Number: 343320 Supplier: BEST BUY GOV, LLC Date PO Created: 6/6/2016 5:23:24 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	SIERRA PREPARATORY ACADEMY	06-Jun-2016	$ 18,089.94
				Grand Total:	**$ 18,089.94**

PO Number: 343321 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/6/2016 5:27:40 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	WALKER ELEMENTARY SCHOOL	06-Jun-2016	$ 1,612.62
				Grand Total:	**$ 1,612.62**

PO Number: 343322 Supplier: NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION Date PO Created: 6/7/2016 7:53:36 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MADISON ELEMENTARY SCHOOL	07-Jun-2016	$ 1,057.28
				Grand Total:	**$ 1,057.28**

PO Number: 343323 Supplier: IIRP GRADUATE SCHOOL Date PO Created: 6/7/2016 7:55:39 AM

Fund 01	Unrestricted Discretionary Accounts	Travel Conference	WILLARD INTERMEDIATE SCHOOL	07-Jun-2016	$ 2,100.00
				Grand Total:	**$ 2,100.00**

PO Number: 343324 Supplier: BEST BUY Date PO Created: 6/7/2016 8:04:33 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	CARR INTERMEDIATE SCHOOL	07-Jun-2016	$ 2,154.60
				Grand Total:	**$ 2,154.60**

PO Number: 343325 Supplier: BEST BUY Date PO Created: 6/7/2016 8:09:03 AM

Fund 09	Fund 09 One-Time Funds	Office Supplies	ADVANCED LEARNING ACADEMY	07-Jun-2016	$ 561.56
				Grand Total:	**$ 561.56**

PO Number: 343326 Supplier: NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION Date PO Created: 6/7/2016 8:11:42 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MADISON ELEMENTARY SCHOOL	07-Jun-2016	$ 2,114.55
				Grand Total:	**$ 2,114.55**

PO Number: 343327 Supplier: BEST BUY Date PO Created: 6/7/2016 8:12:42 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	KENNEDY ELEMENTARY SCHOOL	07-Jun-2016	$ 539.99
				Grand Total:	**$ 539.99**

PO Number: 343328 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/7/2016 8:14:10 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	MCFADDEN INTERMEDIATE SCHOOL	07-Jun-2016	$ 1,160.00
				Grand Total:	**$ 1,160.00**

PO Number: 343329 Supplier: SCHOOL MATE Date PO Created: 6/7/2016 8:16:44 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	FREMONT ELEMENTARY SCHOOL	07-Jun-2016	$ 1,172.12
				Grand Total:	**$ 1,172.12**

PO Number: 343330 Supplier: STARLINGS VOLLEYBALL CLUBS, USA Date PO Created: 6/7/2016 8:17:30 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	SIERRA PREPARATORY ACADEMY	07-Jun-2016	$ 1,160.00
				Grand Total:	**$ 1,160.00**

PO Number: 343331 Supplier: PREHISTORIC PETS, INC. Date PO Created: 6/7/2016 8:18:46 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	ROOSEVELT ELEMENTARY SCHOOL	07-Jun-2016	$ 175.00
				Grand Total:	**$ 175.00**

PO Number: 343332 Supplier: DEMCO Date PO Created: 6/7/2016 8:20:08 AM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	CONSTRUCTION	07-Jun-2016	$ 233.69
				Grand Total:	**$ 233.69**

PO Number: 343333 Supplier: FALLAS PAREDES Date PO Created: 6/7/2016 8:22:27 AM

Fund 01	Homeless Children Education Grants	Materials & Supplies/Software	STUDENT ACHIEVEMENT	07-Jun-2016	$ 10,020.00
				Grand Total:	**$ 10,020.00**

PO Number: 343334 Supplier: GRAINGER Date PO Created: 6/7/2016 8:24:15 AM

Fund 01	Ongoing & Major Maintenance Account	Replacement of Equipment	BUILDING SERVICES	07-Jun-2016	$ 37,575.79
				Grand Total:	**$ 37,575.79**

PO Number: 343335 Supplier: IMAGESSTUFF.COM Date PO Created: 6/7/2016 8:28:52 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	07-Jun-2016	$ 179.82
				Grand Total:	**$ 179.82**

PO Number: 343336 Supplier: WONDER WORKSHOP, INC. Date PO Created: 6/7/2016 8:40:09 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	07-Jun-2016	$ 6,424.60
				Grand Total:	**$ 6,424.60**

PO Number: 343337 Supplier: THEERAVUT PHROMRATANAPONGSE dba REEF TROPICAL FISH Date PO Created: 6/7/2016 8:46:55 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	07-Jun-2016	$ 251.54
				Grand Total:	**$ 251.54**

PO Number: 343338 Supplier: DAN D. SCHNITTKA dba STEM TEACHING KITS, LLC Date PO Created: 6/7/2016 8:56:27 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	GARFIELD ELEMENTARY SCHOOL	07-Jun-2016	$ 1,782.00
				Grand Total:	**$ 1,782.00**

PO Number: 343339 Supplier: VELAZQUEZ PRESS Date PO Created: 6/7/2016 9:02:51 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	07-Jun-2016	$ 142.09
				Grand Total:	**$ 142.09**

PO Number: 343341 Supplier: KUYPERS CONSULTING, INC. Date PO Created: 6/7/2016 9:21:00 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	STUDENT ACHIEVEMENT	07-Jun-2016	$ 297.89
				Grand Total:	**$ 297.89**

PO Number: 343342 Supplier: NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION Date PO Created: 6/7/2016 9:27:50 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	TAFT ELEMENTARY SCHOOL	07-Jun-2016	$ 90.50
				Grand Total:	**$ 90.50**

PO Number: 343343 Supplier: MATSMATSMATS.COM Date PO Created: 6/7/2016 9:27:56 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Non-Capitalized Equipment	VALLEY HIGH SCHOOL	07-Jun-2016	$ 1,509.60
				Grand Total:	**$ 1,509.60**

PO Number: 343344 Supplier: AVID CENTER Date PO Created: 6/7/2016 9:34:39 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Travel Conference	SIERRA PREPARATORY ACADEMY	07-Jun-2016	$ 6,392.00
				Grand Total:	**$ 6,392.00**

PO Number: 343345 Supplier: MIDWEST TECHNOLOGY PRODUCTS & SERVICES Date PO Created: 6/7/2016 9:41:27 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Materials & Supplies/Software	MARTIN ELEMENTARY SCHOOL	07-Jun-2016	$ 205.42
				Grand Total:	**$ 205.42**

PO Number: 343346 Supplier: ISTE Date PO Created: 6/7/2016 9:41:32 AM

Fund 01	Title II-Part A Improving Teacher Quality	Travel Conference	NONPUBLIC SCHOOLS	07-Jun-2016	$ 4,940.00
				Grand Total:	**$ 4,940.00**

PO Number: 343347 Supplier: JESSICA WHITEHOUSE Date PO Created: 6/7/2016 9:44:13 AM

Fund 01	Title II-Part A Improving Teacher Quality	Other Contracts (Software Licensing, Physicals, etc)	NONPUBLIC SCHOOLS	07-Jun-2016	$ 2,820.00
				Grand Total:	**$ 2,820.00**

PO Number: 343348 Supplier: ORANGE COUNTY DEPARTMENT OF EDUCATION Date PO Created: 6/7/2016 9:50:08 AM

Fund 01	Title II-Part A Improving Teacher Quality	Other Contracts (Software Licensing, Physicals, etc)	NONPUBLIC SCHOOLS	07-Jun-2016	$ 12,000.00
				Grand Total:	**$ 12,000.00**

PO Number: 343349 Supplier: HEAR & C Date PO Created: 6/7/2016 10:04:59 AM

Fund 01	Medi-Cal Billing Option	Non-Capitalized Equipment	PUPIL SUPPORT SERVICES	07-Jun-2016	$ 993.60
				Grand Total:	**$ 993.60**

PO Number: 343350 Supplier: A 1 FENCE COMPANY, INC. Date PO Created: 6/7/2016 10:07:49 AM

Fund 01	Unrestricted One-time Funds	Materials & Supplies/Software	PURCHASING DEPARTMENT	07-Jun-2016	$ 400.00
				Grand Total:	**$ 400.00**

PO Number: 343351 Supplier: PARENT INSTITUTE FOR QUALITY EDUCATION Date PO Created: 6/7/2016 10:17:55 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	WILSON ELEMENTARY SCHOOL	07-Jun-2016	$ 5,400.00
				Grand Total:	**$ 5,400.00**

PO Number: 343352 Supplier: VERITIV OPERATING COMPANY Date PO Created: 6/7/2016 10:34:57 AM

Fund 01	Fund 01 General Fund	Publication Inventory	PUBLICATIONS	07-Jun-2016	$ 1,103.87
				Grand Total:	**$ 1,103.87**

PO Number: 343353 Supplier: AQUARIUM OF THE PACIFIC Date PO Created: 6/7/2016 10:43:35 AM

Fund 01	Education Academy [0434] CHS	Other Contracts (Software Licensing, Physicals, etc)	CENTURY HIGH SCHOOL	07-Jun-2016	$ 2,043.00
				Grand Total:	**$ 2,043.00**

PO Number: 343354 Supplier: AVID CENTER Date PO Created: 6/7/2016 10:55:40 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	07-Jun-2016	$ 185.33
				Grand Total:	**$ 185.33**

PO Number: 343355 Supplier: TOMARK SPORTS, INC. Date PO Created: 6/7/2016 11:07:40 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	GODINEZ FUNDAMENTAL HIGH SCHOOL	07-Jun-2016	$ 11,469.39
				Grand Total:	**$ 11,469.39**

PO Number: 343356 Supplier: PLAYWORKS EDUCATION ENERGIZED Date PO Created: 6/7/2016 11:26:56 AM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Consultants Instructional	JEFFERSON ELEMENTARY SCHOOL	07-Jun-2016	$ 30,000.00
Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Sub-Agreements for Services	JEFFERSON ELEMENTARY SCHOOL	07-Jun-2016	$ 5,000.00
				Grand Total:	**$ 35,000.00**

PO Number: 343357 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 11:35:01 AM

Fund 01	21st Century ASSETS (roll-up 4124)	Materials & Supplies/Software	CENTURY HIGH SCHOOL	07-Jun-2016	$ 111.24
				Grand Total:	**$ 111.24**

PO Number: 343358 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 11:37:31 AM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	07-Jun-2016	$ 1,318.39
Fund 01	Head Start	Non-Capitalized Equipment	CHILD DEVELOPMENT	07-Jun-2016	$ 511.97
				Grand Total:	**$ 1,830.36**

PO Number: 343360 Supplier: B&H PHOTO VIDEO Date PO Created: 6/7/2016 11:41:55 AM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	JACKSON ELEMENTARY SCHOOL	07-Jun-2016	$ 160.38
Fund 01	Unrestricted Discretionary Accounts	Non-Capitalized Equipment	JACKSON ELEMENTARY SCHOOL	07-Jun-2016	$ 1,455.84
				Grand Total:	**$ 1,616.22**

PO Number: 343361 Supplier: WESTERN EDUCATIONAL CONSULTANTS, INC. Date PO Created: 6/7/2016 11:42:25 AM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	07-Jun-2016	$ 199.00
Fund 01	SA Public Schools Foundation (SAPSF) Check	Other Contracts (Software Licensing, Physicals, etc)	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	07-Jun-2016	$ 800.00
				Grand Total:	**$ 999.00**

PO Number: 343362 Supplier: SCHOLASTIC BOOK FAIRS Date PO Created: 6/7/2016 11:46:40 AM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Materials & Supplies/Software	WILSON ELEMENTARY SCHOOL	07-Jun-2016	$ 3,050.52
				Grand Total:	**$ 3,050.52**

PO Number: 343363 Supplier: RUHNAU RUHNAU CLARKE & ASSOCIATES Date PO Created: 6/7/2016 11:48:21 AM

Fund 40	Fd 40 Kitchen Remodeling	Building Architect	FACILITIES/GOVERNMENTAL RELATIONS	07-Jun-2016	$ 235,160.00
				Grand Total:	**$ 235,160.00**

PO Number: 343364 Supplier: CITY OF SANTA ANA Date PO Created: 6/7/2016 11:56:41 AM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (F4T, Catering, Uniform Cleaning)	SCHOOL POLICE SERVICES	07-Jun-2016	$ 400.00
				Grand Total:	**$ 400.00**

PO Number: 343365 Supplier: ALL AMERICAN INSPECTION, INC. Date PO Created: 6/7/2016 12:00:18 PM

Fund 01	California Clean Energy Jobs Act (Prop 39)	Building Improvements	PIO-PICO ELEMENTARY SCHOOL	07-Jun-2016	$ 10,800.00
				Grand Total:	**$ 10,800.00**

PO Number: 343366 Supplier: ALL AMERICAN INSPECTION, INC. Date PO Created: 6/7/2016 12:08:35 PM

Fund 01	California Clean Energy Jobs Act (Prop 39)	Building Improvements	KING ELEMENTARY SCHOOL	07-Jun-2016	$ 10,800.00
				Grand Total:	**$ 10,800.00**

PO Number: 343367 Supplier: OFFICE DEPOT Date PO Created: 6/7/2016 12:29:19 PM

Fund 13	Child Nutrition: School Programs	Office Supplies	NUTRITION SERVICES	07-Jun-2016	$ 187.90
				Grand Total:	**$ 187.90**

PO Number: 343368 Supplier: ORANGE COUNTY ZOO Date PO Created: 6/7/2016 12:40:12 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	ROOSEVELT ELEMENTARY SCHOOL	07-Jun-2016	$ 270.00
				Grand Total:	**$ 270.00**

PO Number: 343369 Supplier: STAPLES BUSINESS ADVANTAGE Date PO Created: 6/7/2016 12:49:05 PM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	COMMUNITY DAY HIGH SCHOOL	07-Jun-2016	$ 42.29
				Grand Total:	**$ 42.29**

PO Number: 343370 Supplier: KNOTTS BERRY FARM Date PO Created: 6/7/2016 12:51:09 PM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	WASHINGTON ELEMENTARY SCHOOL	07-Jun-2016	$ 30.00
				Grand Total:	**$ 30.00**

PO Number: 343371 Supplier: KNOTTS BERRY FARM Date PO Created: 6/7/2016 12:55:01 PM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	WASHINGTON ELEMENTARY SCHOOL	07-Jun-2016	$ 1,225.00
				Grand Total:	**$ 1,225.00**

PO Number: 343372 Supplier: PRETEND CITY Date PO Created: 6/7/2016 12:57:52 PM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	07-Jun-2016	$ 706.00
				Grand Total:	**$ 706.00**

PO Number: 343373 Supplier: SANTA ANA ZOO Date PO Created: 6/7/2016 1:03:34 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	ROOSEVELT ELEMENTARY SCHOOL	07-Jun-2016	$ 173.00
				Grand Total:	**$ 173.00**

PO Number: 343374 Supplier: COLUMBIA MEMORIAL SPACE CENTER Date PO Created: 6/7/2016 1:07:24 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	ESQUEDA ELEMENTARY SCHOOL	07-Jun-2016	$ 180.00
				Grand Total:	**$ 180.00**

PO Number: 343375 Supplier: LEGOLAND CALIFORNIA Date PO Created: 6/7/2016 1:10:15 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	HARVEY ELEMENTARY SCHOOL	07-Jun-2016	$ 1,540.00
				Grand Total:	**$ 1,540.00**

PO Number: 343376 Supplier: LOS ANGELES ZOO AND BOTANICAL GARDENS Date PO Created: 6/7/2016 1:17:57 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	SADDLEBACK HIGH SCHOOL	07-Jun-2016	$ 150.00
				Grand Total:	**$ 150.00**

PO Number: 343377 Supplier: OCDE/AP IN THE OC Date PO Created: 6/7/2016 1:25:28 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	JACKSON ELEMENTARY SCHOOL	07-Jun-2016	$ 1,112.00
				Grand Total:	**$ 1,112.00**

PO Number: 343378 Supplier: ENVIRONMENTAL NATURE CENTER Date PO Created: 6/7/2016 1:27:53 PM

Fund 01	Unrestricted Discretionary Accounts	Other Contracts (Software Licensing, Physicals, etc)	DAVIS ELEMENTARY SCHOOL	07-Jun-2016	$ 721.50
				Grand Total:	**$ 721.50**

PO Number: 343379 Supplier: HERITAGE MUSEUM OF ORANGE COUNTY Date PO Created: 6/7/2016 1:31:16 PM

Fund 01	Donations (Miscellaneous)	Other Contracts (Software Licensing, Physicals, etc)	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	07-Jun-2016	$ 936.00
				Grand Total:	**$ 936.00**

PO Number: 343380 Supplier: HERITAGE MUSEUM OF ORANGE COUNTY Date PO Created: 6/7/2016 1:33:46 PM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Other Contracts (Software Licensing, Physicals, etc)	REMINGTON ELEMENTARY SCHOOL	07-Jun-2016	$ 236.00
				Grand Total:	**$ 236.00**

PO Number: 343381 Supplier: MUSEUM OF TOLERANCE Date PO Created: 6/7/2016 1:37:31 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	WILSON ELEMENTARY SCHOOL	07-Jun-2016	$ 1,190.00
				Grand Total:	**$ 1,190.00**

PO Number: 343382 Supplier: SCHOLASTIC ACTION Date PO Created: 6/7/2016 1:40:21 PM

Fund 01	Fundraiser (Non ASB-PTA Deposits)	Materials & Supplies/Software	REMINGTON ELEMENTARY SCHOOL	07-Jun-2016	$ 2,926.68
				Grand Total:	**$ 2,926.68**

PO Number: 343383 Supplier: DISCOVERY CUBE ORANGE COUNTY Date PO Created: 6/7/2016 1:42:51 PM

Fund 01	IASA:Title I Basic Grants Low-Income and Neglected, Part A	Other Contracts (Software Licensing, Physicals, etc)	HENINGER ELEMENTARY SCHOOL	07-Jun-2016	$ 1,400.00
				Grand Total:	**$ 1,400.00**

PO Number: 343385 Supplier: CDW GOVERNMENT, INC. Date PO Created: 6/7/2016 2:08:53 PM

Fund 13	Child Nutrition: School Programs	Non-Capitalized Equipment	NUTRITION SERVICES	07-Jun-2016	$ 336.44
				Grand Total:	**$ 336.44**

PO Number: 343386 Supplier: NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION Date PO Created: 6/7/2016 2:35:00 PM

Fund 01	LCFF-Supplemental/Concentration	Materials & Supplies/Software	COMMUNITY DAY HIGH SCHOOL	07-Jun-2016	$ 30.63
				Grand Total:	**$ 30.63**

PO Number: 343387 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 2:37:41 PM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	07-Jun-2016	$ 531.47
Fund 01	Head Start	Non-Capitalized Equipment	CHILD DEVELOPMENT	07-Jun-2016	$ 696.65
				Grand Total:	**$ 1,228.12**

PO Number: 343388 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 2:49:03 PM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	07-Jun-2016	$ 1,021.89
				Grand Total:	**$ 1,021.89**

PO Number: 343389 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 2:57:42 PM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	07-Jun-2016	$ 224.69
				Grand Total:	**$ 224.69**

PO Number: 343391 Supplier: LAKESHORE LEARNING MATERIALS Date PO Created: 6/7/2016 3:04:34 PM

Fund 01	Head Start	Materials & Supplies/Software	CHILD DEVELOPMENT	07-Jun-2016	$ 224.69
				Grand Total:	**$ 224.69**

PO Number: 343392 Supplier: HANGSAFE HOOKS Date PO Created: 6/7/2016 4:08:00 PM

Fund 01	Unrestricted Discretionary Accounts	Materials & Supplies/Software	FRANKLIN ELEMENTARY SCHOOL	07-Jun-2016	$ 883.67
				Grand Total:	**$ 883.67**

PO Number: 343393 Supplier: WEATHERPROOFING TECHNOLOGIES, INC. Date PO Created: 6/7/2016 4:15:40 PM

Fund 01	Ongoing & Major Maintenance Account	Maintenance Contracts Repairs	BUILDING SERVICES	07-Jun-2016	$ 45,102.00
				Grand Total:	**$ 45,102.00**

PO Number: 343394 Supplier: GOLD COAST FENCE, INC. Date PO Created: 6/7/2016 4:43:56 PM

Fund 01	Unrestricted Discretionary Accounts	Office Supplies	VALLEY HIGH SCHOOL	07-Jun-2016	$ 7,980.00
				Grand Total:	**$ 7,980.00**

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of May 25, 2016 through June 7, 2016**

ITEM: **Consent**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Dawn Piatek, Director of Accounting and Payroll**

BACKGROUND INFORMATION:

Warrants are payments of expenditures previously approved through prior Board action.

ITEM SUMMARY:

- Snapshot of all warrants issued for period of May 25, 2016 through June 7, 2016.
- All expenditures were previously approved through prior Board action.
- Board Policy 3300
- Required by Ed. Code 17604

RATIONALE:

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

The Expenditure Summary Report consists of all warrants created during the period of May 25, 2016 through June 7, 2016. The Detailed Warrant Listing Report of expenditures $25,000 and over is also included. Expenditures are Board approved through prior Purchase Order Agenda submissions. The warrants listed reflect payments against these Purchase Orders.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Expenditure Summary and Warrants issued over $25,000 for the period of May 25, 2016 through June 7, 2016.

TD:jg:dp:mm

Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: June 7, 2016

To: Richard L. Miller, Ph.D., Superintendent

From: Tina Douglas, Assistant Superintendent, Business Services

Subject: Expenditures Summary: From 25-MAY-2016 through 07-JUN-2016

Fund 01	General Fund	$4,580,468.25
Fund 09	Charter School Fund	$1,102.72
Fund 12	Child Development	$8,288.14
Fund 13	Cafeteria Fund	$955,080.73
Fund 14	Deferred Maintenance Fund	$22,128.82
Fund 25	Capital Facilities Fund	$16,449.32
Fund 29	Measure G	$78,383.00
Fund 35	County School Facilities Fund	$812.60
Fund 40	Special Reserve Fund	$785,163.78
Fund 68	Workers' Compensation	$179,583.95
Fund 69	Health & Welfare	$5,448,354.00
Fund 81	Property & Liability	$261.99
	Total Expenditures:	$12,076,077.30

Prepared by: Dawn Piatek, Director, Accounting and Payroll

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

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
Fund 01 General Fund			
84221487	**CULVER NEWLIN, INC.**		**$46,201.48**
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
	One-Time Discretionary Funds	SADDLEBACK HIGH SCHOOL	
	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	
84221311	**ORANGE COUNTY HIGH SCHOOL OF THE ARTS**		**$201,522.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221312	**SOUTHERN CALIFORNIA EDISON**		**$48,184.81**
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84221342	**NEXUS IS, INC.**		**$152,330.87**
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84221362	**XEROX CORPORATION**		**$144,872.96**
	Unrestricted Discretionary Accounts	PUBLICATIONS	
84221374	**ACHIEVE3000, INC.**		**$68,781.00**
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CENTURY HIGH SCHOOL	
84221389	**JOHNSTONE SUPPLY**		**$31,691.53**
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
84221422	**US BANK - CAL CARD**		**$194,088.18**
	21st Century ASSETS (roll-up 4124)	CENTURY HIGH SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
		DAVIS ELEMENTARY SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
	Beginning Teacher-BTSA	STAFF DEVELOPMENT	
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
	California Clean Energy Jobs Act (Prop 39)	BUILDING SERVICES	
	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	
	Donations (Miscellaneous)	CENTURY HIGH SCHOOL	
		FRANKLIN ELEMENTARY SCHOOL	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MONROE ELEMENTARY SCHOOL	
		MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		VALLEY HIGH SCHOOL	
		WALKER ELEMENTARY SCHOOL	
	Fund 01 General Fund	HUMAN RESOURCES DIVISION	
	Fundraiser (Non ASB-PTA Deposits)	ADAMS ELEMENTARY SCHOOL	
		HEROES ELEMENTARY SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Gear Up IV (RSCC Fiscal Agent)	VALLEY HIGH SCHOOL	
	Head Start	CHILD DEVELOPMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARR INTERMEDIATE SCHOOL	
		DAVIS ELEMENTARY SCHOOL	
		ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	

Check #	Vendor	Location	Amount
		ESQUEDA ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		HEROES ELEMENTARY SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
		PIO PICO ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		SEPULVEDA ELEMENTARY SCHOOL	
		STUDENT ACHIEVEMENT	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
		WALKER ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Kinder Readiness Program II	EARLY CHILDHOOD EDUCATION	
	LCFF-Supplemental/Concentration	COMMUNITY DAY HIGH SCHOOL	
		EDUCATIONAL SERVICES DIVISION	
		K-12 TEACHING AND LEARNING	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
	Medi-Cal Billing Option	PUPIL SUPPORT SERVICES	
	NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)	K-12 TEACHING AND LEARNING	
	OCCPP (Orange County Career Pathways Partnerships)	REGIONAL OCCUPATIONAL PROGRAM	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
		TRANSPORTATION DEPARTMENT	
	Recognition Programs	EDUCATIONAL SERVICES DIVISION	
	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	
	Saturday Attendance Recovery Program (WIN)	MADISON ELEMENTARY SCHOOL	
		MONTE VISTA ELEMENTARY SCHOOL	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
	Special Ed: Mental Health Services	MCFADDEN INTERMEDIATE SCHOOL	
	Special Education	SPECIAL EDUCATION	
	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	
	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	21ST CENTURY LEARNING	
		BOARD OF EDUCATION	
		BUILDING SERVICES	
		BUSINESS SERVICES DIVISION	
		CARVER ELEMENTARY SCHOOL	
		CENTURY HIGH SCHOOL	
		CHAVEZ CONTINUATION HIGH SCHOOL	
		COMMUNITY RELATIONS	
		CONSTRUCTION	
		DAVIS ELEMENTARY SCHOOL	
		DISTRICTWIDE	
		EDUCATIONAL SERVICES DIVISION	
		FACILITIES/GOVERNMENTAL RELATIONS	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
		FRANKLIN ELEMENTARY SCHOOL	
		FREMONT ELEMENTARY SCHOOL	
		GARFIELD ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		HEROES ELEMENTARY SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		HUMAN RESOURCES DIVISION	
		K-12 SCHOOL PERFORMANCE AND CULTURE	
		K-12 TEACHING AND LEARNING	
		KENNEDY ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		LOWELL ELEMENTARY SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MIDDLE COLLEGE HIGH SCHOOL	
		MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
		PAYROLL DEPARTMENT	
		PIO PICO ELEMENTARY SCHOOL	
		PUBLICATIONS	
		PUPIL SUPPORT SERVICES	
		RESEARCH AND EVALUATION	
		ROMERO-CRUZ ELEMENTARY SCHOOL	

Check #	*Vendor*	*Location*	*Amount*
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SCHOOL POLICE SERVICES	
		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	
		VISUAL & PERFORMING ARTS	
		WAREHOUSE AND DELIVERY	
		WASHINGTON ELEMENTARY SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Visual & Performing Arts Professional Learning Community Grant	VISUAL & PERFORMING ARTS	
84221428	**APPLE, INC.**		**$179,841.11**
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ADAMS ELEMENTARY SCHOOL	
		ESQUEDA ELEMENTARY SCHOOL	
		FREMONT ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
		WALKER ELEMENTARY SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
	Saturday Attendance Recovery Program (WIN)	LOWELL ELEMENTARY SCHOOL	
	Special Education	SPECIAL EDUCATION	
	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	
		ALTERNATIVE EDUCATION	
		CENTURY HIGH SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		LOWELL ELEMENTARY SCHOOL	
		MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
		TECHNOLOGY INNOVATION SERVICES	
84221474	**TPR EDUCATION, LLC dba THE PRINCETON REVIEW**		**$44,175.00**
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SEGERSTROM HIGH SCHOOL	
84221478	**AREY JONES EDUCATIONAL SOLUTIONS**		**$36,884.21**
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	KING ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
	Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT	
		BUILDING SERVICES	
		PIO PICO ELEMENTARY SCHOOL	
84221479	**AT&T DATACOMM, INC. dba AT&T DATACOMM**		**$842,453.14**
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
		TECHNOLOGY INNOVATION SERVICES	
	Unrestricted One-time Funds	TECHNOLOGY INNOVATION SERVICES	

Check #	Vendor	Location	Amount
84221482	**BLACKBOARD**		**$57,950.00**
	Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	
84221309	**CITY OF SANTA ANA**		**$44,093.83**
	Unrestricted Discretionary Accounts	DISTRICTWIDE	

Fund 13 Cafeteria Fund

84221556	**A & R WHOLESALE DISTRIBUTORS**		**$52,255.00**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221558	**A & R WHOLESALE DISTRIBUTORS**		**$78,666.55**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221559	**ACTION SALES**		**$27,826.65**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221564	**DRIFTWOOD DAIRY**		**$44,380.76**
	Child Nutrition: School Programs	NUTRITION SERVICES	
		SIERRA PREPARATORY ACADEMY	
84221571	**GOLD STAR FOODS**		**$39,749.66**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221576	**PRESSED PAPERBOARD TECHNOLOGIES LLC**		**$28,524.42**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221552	**A & R WHOLESALE DISTRIBUTORS**		**$95,172.16**
	Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL	
		NUTRITION SERVICES	

Fund 40 Special Reserve Fund

84221591	**AT&T DATACOMM, INC. dba AT&T DATACOMM**		**$105,333.52**
	Emergency Repair Program-Williams Case	SADDLEBACK HIGH SCHOOL	
	Fund 40 QZAB Solar Energy Savings 2012 (eff 2014-15)	SADDLEBACK HIGH SCHOOL	
	Fund 40 Special Reserve Fund	MITCHELL CHILD DEVELOPMENT CENTER	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
84221593	**BALFOUR BEATTY CONSTRUCTION**		**$30,647.27**
	Fund 40 Special Reserve Fund	MITCHELL CHILD DEVELOPMENT CENTER	
84221594	**CULVER NEWLIN, INC.**		**$96,172.53**
	Fund 40 QZAB Solar Energy Savings 2012 (eff 2014-15)	SADDLEBACK HIGH SCHOOL	

Fund 69 Health & Welfare

84221614	**SANTA ANA UNIFIED SCHOOL DISTRICT**		**$500,000.00**
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84221609	**VISION SERVICE PLAN**		**$38,017.31**
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84221611	**BLUE SHIELD OF CALIFORNIA**		**$3,199,248.29**
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84221612	**DELTA DENTAL INSURANCE COMPANY**		**$49,093.26**
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84221613	**KAISER FOUNDATION HEALTH PLAN**		**$1,646,558.54**
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	

Grand Total: ***$8,124,716.04***

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
Fund 01 General Fund			
84221780	**APPLE, INC.**		**$54,276.06**
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GARFIELD ELEMENTARY SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		PIO-PICO ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SPURGEON INTERMEDIATE SCHOOL	
		STUDENT ACHIEVEMENT	
	Unrestricted Discretionary Accounts	ALTERNATIVE EDUCATION	
84221617	**EL SOL SCIENCE AND ARTS ACADEMY**		**$157,952.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221620	**NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL**		**$62,023.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221621	**ORANGE COUNTY EDUCATIONAL ARTS ACADEMY**		**$99,878.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221622	**ORANGE COUNTY HIGH SCHOOL OF THE ARTS**		**$404,399.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221646	**FOCUS EDUVATION, INC.**		**$38,730.00**
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	STUDENT ACHIEVEMENT	
84221654	**OCDE/AP IN THE OC**		**$100,216.71**
	Safe Haven	PUPIL SUPPORT SERVICES	
	Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	
84221674	**XEROX CORPORATION**		**$46,206.37**
	Unrestricted Discretionary Accounts	DISTRICTWIDE	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
84221678	**AREY JONES EDUCATIONAL SOLUTIONS**		**$73,519.43**
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		MONTE VISTA ELEMENTARY SCHOOL	
		WALKER ELEMENTARY SCHOOL	
	One-Time Discretionary Funds	CENTURY HIGH SCHOOL	
	Special Education	HARVEY ELEMENTARY SCHOOL	
	Unrestricted Discretionary Accounts	CHAVEZ CONTINUATION HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
84221712	**ORACLE AMERICA, INC.**		**$54,565.62**
	Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	
84221616	**EDWARD B. COLE, SR. ACADEMY**		**$76,488.00**
	Fund 01 General Fund	CASH ACCOUNT	
84221770	**SNAP-ON INCORPORATED dba IDSC HOLDNGS, LLC**		**$73,882.43**
	Unrestricted One-time Funds	TRANSPORTATION DEPARTMENT	
84221818	**SUNRISE HITEK GROUP, LLC**		**$64,680.00**
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	VALLEY HIGH SCHOOL	
84221756	**OFFICE DEPOT**		**$25,797.74**
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	CARVER ELEMENTARY SCHOOL	
		DIAMOND ELEMENTARY SCHOOL	
		ESQUEDA ELEMENTARY SCHOOL	
		HARVEY ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		PIO-PICO ELEMENTARY SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
		WAREHOUSE AND DELIVERY	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	EARLY CHILDHOOD EDUCATION	
		REMINGTON ELEMENTARY SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		STUDENT ACHIEVEMENT	
	Special Education	CENTURY HIGH SCHOOL	
		SPECIAL EDUCATION	
		SPEECH & LANGUAGE	
	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	
		FACILITIES/GOVERNMENTAL RELATIONS	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		RESEARCH AND EVALUATION	
		SADDLEBACK HIGH SCHOOL	
		TAFT ELEMENTARY SCHOOL	

SAUSD Board of Education Warrant Listing

Check #	Vendor	Location	Amount
Fund 13 Cafeteria Fund			
84221860	**FORM PLASTICS COMPANY**		**$35,071.75**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221830	**A & R WHOLESALE DISTRIBUTORS**		**$72,938.52**
	Child Nutrition: School Programs	NUTRITION SERVICES	
		SANTA ANA HIGH SCHOOL	
84221835	**DRIFTWOOD DAIRY**		**$42,920.18**
	Child Nutrition: School Programs	NUTRITION SERVICES	
84221849	**A & R WHOLESALE DISTRIBUTORS**		**$72,653.89**
	Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL	
		NUTRITION SERVICES	
84221851	**ACTION SALES**		**$55,653.30**
	Child Nutrition: School Programs	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		NUTRITION SERVICES	
84221859	**DRIFTWOOD DAIRY**		**$46,391.73**
	Child Nutrition: School Programs	NUTRITION SERVICES	
Fund 29 Measure G			
84221844	**ACC CONTRACTORS, INC.**		**$64,915.46**
	Fund 29 Measure G Series E	KING ELEMENTARY SCHOOL	
Fund 40 Special Reserve Fund			
84221847	**PH HAGOPIAN CONTRACTOR, INC.**		**$527,669.55**
	Emergency Repair Program-Williams Case	CENTURY HIGH SCHOOL	

SAUSD Board of Education Warrant Listing

Check #	*Vendor*	*Location*	*Amount*
Fund 68 Workers' Compensation			
84221848	**SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP.**		**$173,890.72**
	Fund 68 Workers' Compensation	RISK MANAGEMENT	
		Grand Total:	***$2,424,719.46***

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Revised Job Descriptions: Deputy Superintendent-Educational Services; Assistant Superintendent-School Performance and Culture; Assistant Superintendent-Educational Support Services**

ITEM: **Consent**
SUBMITTED BY: **Mark McKinney, Associate Superintendent, Human Resources**
PREPARED BY: **Mark McKinney, Associate Superintendent, Human Resources**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the following revised job descriptions:

- Deputy Superintendent-Educational Services to Deputy Superintendent-Educational Services, Chief Academic Officer
- Assistant Superintendent-School Performance and Culture (no title change)
- Assistant Superintendent-Educational Support Services to Assistant Superintendent-Special Education/Special Education Local Plan Area (SELPA)

The revised job descriptions are attached.

RATIONALE:

Over the course of the past 18 months, the Board has approved several steps in the realignment of work in the Educational Services Division. The revised job descriptions are designed to provide additional clarity of the job responsibilities, as well as describe shifts in oversight areas. These include movement of the Technology Department from Business Services to the Educational Services Division; movement of the Pupil Services and Student Services Departments from Special Education to the School Performance and Culture Division, and the retitling of the Assistant Superintendent of Support Services to Assistant Superintendent of Special Education/SELPA to better reflect the areas of responsibility.

Note: None of the changes impact personnel or salary structures. They are simply to provide clarification of new roles and areas of responsibility.

No salary changes on revised job descriptions.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the following revised job descriptions:

- Deputy Superintendent-Educational Services to Deputy Superintendent-Educational Services, Chief Academic Officer
- Assistant Superintendent-School Performance and Culture (no title change)
- Assistant Superintendent-Educational Support Services to Assistant Superintendent-Special Education/Special Education Local Plan Area (SELPA)

MAM:nr

SANTA ANA UNIFIED SCHOOL DISTRICT

DEPUTY SUPERINTENDENT- EDUCATIONAL SERVICES, **CHIEF ACADEMIC OFFICER**

JOB SUMMARY ~~BASIC FUNCTION~~:

Under the direction of the Superintendent, serve as **Chief Academic Officer and the** executive head of Educational Services. **Be** responsible for the operations of the **Teaching and Learning, School Performance and Culture, and Special Education** Divisions as well as supervision of schools and offices assigned by the Superintendent of Schools; assist the Superintendent in the overall operation and management of the District; serve as Superintendent in the Superintendent's absence.

REPRESENTATIVE DUTIES:

- Assist the Superintendent in the direction and coordination of all day-to-day operations of the District and in planning for needed change. **E**
- Carry out specific duties as designated by the Superintendent. **E**
- Interpret District programs and policies to staff and community. **E**
- Assist in the initiation and administration of new District-wide programs. **E**
- Assist the Superintendent in the identification and selection of leadership personnel under his/her supervision, including Assistant/Associate Superintendents. **E**
- Assist in the coordination and preparation of the Board agenda. **E**
- Act as Superintendent and Board Secretary in the Superintendents absence, as designated. **E**
- Develop instructional procedures for the District; recommend and review procedures for the allocation of staff; and conduct special studies as authorized. **E**
- Represent the Superintendent and the District with business, school, parent and community groups. **E**
- Evaluate management personnel, including Assistant/Associate Superintendents reporting to him/her regarding their effectiveness in carrying out their responsibilities and their capacity for growth and development, and counsel with them regarding such evaluations. **E**

REPRESENTATIVE DUTIES: (continued)

- Counsel with employees and parents regarding concerns which cannot be resolved by the appropriate responsible administrator. **E**
- Provide administrative leadership in the development and coordination of school **and District** programs (PK – Adult). **E**
- Provide leadership in the design of a comprehensive instructional program that will accomplish the District student learning goals **for all student sub groups, including English learners and students with disabilities. E**
- **Provide administrative leadership and oversight for the development and implementation of the District's Wide Area Network. E**
- Administer the establishment and maintenance of abundant and significant avenues of communication with the communities that schools serve, encouraging feedback and providing for its assessment. **E**
- Interpret the policies and regulations of the Board of Education and administrative directives of the Superintendent; monitor **School and District** programs to ensure consistency wwith District policies and fiscal responsibility. **E**
- Assist the Superintendent and the Deputy Superintendent of Operations, **CBO** in the evaluation of operational management staff. **E**
- Evaluate the performance of subordinate personnel. **E**
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Principles, National trends and State trends and development of curriculum and instructional administration and management, including the Common Core State Standards **and 21st Century learning environments**.
- Research-based strategies and best-practices in classroom instruction **and online and blended learning strategies.**
- Goals, objectives and operating techniques of a large school district.
- Problems involved in the formulation and carrying out of a program of curriculum initiatives and school operations for a large school district.

KNOWLEDGE AND ABILITIES: (continued)

Knowledge of: (continued)

- Provisions of the State Education Code Federal program guidelines and other Codes relative to instructional are supervisory practices and procedures.
- Current educational administration principles and practices, including site-based management, supervision, evaluation and training. Human Resources operations, functions and responsibilities and the appropriate supportive services required to ensure operational and instructional effectiveness.
- Laws and regulations regarding personnel practices, supervision and discipline.
- Program Budget Administration.

Ability to:

- Plan, organize, direct, supervise, and give administrative direction to employees in a variety of professional and technical fields related to the Educational Services functions.
- Motivate and initiate continuous learning and growth among professional staff to benefit organizational effectiveness and academic student growth.
- Prepare comprehensive and clear reports, conduct difficult correspondence, and prepare work estimates, specifications and grant proposals.
- Establish and maintain accountability for results, including student outcomes, program effectiveness, and organizational effectiveness.
- Analyze various systems and programs and develop effective conclusions and recommendations.
- Establish and maintain effective and cooperative working relationships with others.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Modify management strategies based on evaluation data.
- Develop new policies and procedures in accordance with the needs of the District.
- Effectively communicate with multiple stakeholder groups and deal with community groups and the public.
- Speak and write effectively.
- Operate computer and computer programs
- Perform the essential functions of the job.
- Multi-task workloads and effectively prioritize emergent tasks and issues.

DEPUTY SUPERINTENDENT- EDUCATIONAL SERVICES, **CHIEF ACADEMIC OFFICER** (CONTINUED)

EDUCATION AND EXPERIENCE:

Any combination equivalent to Master's degree or equivalent experience required; Doctorate desired and experience equivalent to five years recent curriculum and instruction management in a large school district, or five years' ~~secondary~~ **classroom** teaching experience; three years' experience as a ~~secondary~~ **school** site principal, or District-level administrator.

LICENSES AND OTHER REQUIREMENTS:

- If certificated, possess appropriate credential(s) for the position.
  Valid driver's license.
- Willingness to work additional hours periodically.
- Willing to travel as needed.

WORKINGCONDITIOS:

ENVIRONMENT:

- Typical office/school environment.
- Numerous interruptions.
- Driving a vehicle to conduct work.

PHYSICAL ABILITIES:

- Hearing and speaking accurately to exchange information and make presentations.
- Seeing to read a variety of materials, make presentations and drive a vehicle. Sitting or standing for varied periods of time.
- Lifting or moving objects, normally not exceeding thirty (30) pounds.
- Physical, mental and emotional stamina to endure long hours and stress.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Board Approved: (10/95) 5/01

SANTA ANA UNIFIED SCHOOL DISTRICT

ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE

JOB SUMMARY:

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

REPRESENTATIVE DUTIES:

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

REPRESENTATIVE DUTIES: (continued)

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

ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE

KNOWLEDGE AND ABILITIES:

Knowledge of:

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

Ability to:

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

EDUCATION AND EXPERIENCE:

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

LICENSES, CERTIFICATES, AND OTHER REQUIREMENTS:

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

WORKING CONDITIONS:

Typical office/school environment.

WORKING CONDITIONS: (continued)

SUFFICIENT:

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

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

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

SANTA ANA UNIFIED SCHOOL DISTRICT

ASSISTANT SUPERINTENDENT ~~EDUCATIONAL SUPPORT SERVICES~~ SPECIAL EDUCATION/SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

JOB SUMMARY ~~BASIC FUNCTION~~:

Under the general direction of the **Deputy** Superintendent, provide overall leadership for the development, implementation, and evaluation of systems and services **relating to students with disabilities, including** ~~focused on~~ assessing student learning, comprehensive program ~~school~~ improvement, information management, vision planning, ~~and~~ accountability, and **instruction; support the delivery of educational services to maximize effectiveness and increase student achievement for students with Individualized Education Programs** ~~technology in instruction and management; support the delivery of educational services to maximize effectiveness and increase student achievement~~ through data management systems, research, assessment, ~~and~~ evaluation, comprehensive **program** ~~school~~ improvement, ~~and~~ vision planning, and the integration and use of technology to achieve defined District objectives.

REPRESENTATIVE DUTIES:

~~1. Provide overall leadership and direction to the area of student learning assessment, educational research, and program evaluation to identify needs and assist in establishing priorities related to instructional programs pre-K-12; initiate and assist in coordinating the planning, development, and implementation of systems, activities, programs, and services designed to meet such needs and priorities.~~

- **Provide administrative leadership in the development implementation, and evaluation of learning assessment, research, and program evaluation to identify needs and assist in establishing priorities related to instructional programs for students with disabilities. E**

~~2. Direct the development and implementation of activities and services designed to coordinate and maximize the effectiveness of District data collection, synthesis, analysis of trends, and management and application systems; supervise the activities and services of the Information Technology Department and the integration of technology into curricular and instructional management, monitoring of student learning, and accountability systems districtwide.~~

- **Initiate and assist in coordinating the planning, development, and implementation of systems, activities, programs, and services designed to meet such needs and priorities. E**

~~3. Under the District's Vision, assist with the development and implementation of comprehensive school improvement processes, including those required by the Improving America's Schools Act, California State School Improvement, and other applicable state and federal rules and regulations. Develop and implement technical support systems for the frequent monitoring of student progress and support for curriculum and instruction priorities.~~

REPRESENTATIVE DUTIES: (continued)

- **Develop and implement services designed to coordinate and maximize the effectiveness of Special Education related data collection, synthesis, analysis of trends, and management and application systems districtwide. E**

~~4. Develop, implement, and coordinate the District's technology services, including the installation of the districtwide infrastructure, the District's Technology Plan, site level planning, and educational technology support services. Integrate the cable and wireless instructional~~

~~television services with District technology initiatives to ensure compatibility across and among technology services districtwide.~~

- **Evaluate systematically and continuously the work and performance of designated school principals and directors to in their professional growth and development. E**

- ~~5.~~ Identify, initiate, or coordinate needed staff development services which relate to the implementation of identified and defined priorities.

- **Attend and represent the Educational Services Division at Board of Education meetings and other special meetings, as assigned. E**

- ~~6.~~ Develop reporting systems for monitoring District and site-level performance toward identified objectives; prepare District reports for internal analysis; prepare District reports for dissemination to parents, schools, and the community as appropriate.

- **Assist with the development and implementation of comprehensive program improvement processes, including those required by applicable State and Federal rules and regulations. E**

- **Develop and implement technical support systems for the frequent monitoring of student progress and support for curriculum and instruction priorities. E**

- ~~7.~~ Provide administrative leadership in the development, coordination, and collaboration among support services programs within assigned areas of responsibility.

- **Represent the Special Education Division Staff and serve as their chief spokesperson.**

- **Articulate the SAUSD vision and goals with internal and external stakeholder groups. E**

- **Establish and maintain effective communication channels with students, teachers, parents, and the community stakeholders on behalf of all SAUSD schools. E**

REPRESENTATIVE DUTIES: (continued)

- **In cooperation with the Human Resources Division, determine personnel needs, fill approved positions, and assign staff and administrators to sites. E**
- ~~8.~~ Serve as a member of the Superintendent's Cabinet.
- ~~9.~~ Engage in strategic planning for the District to achieve Board and Superintendent Goals.
- ~~10.~~ Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Current theories of leadership, organizational management and educational administrative principles/practices, site-based management, supervision, evaluation, and training.
- Organizational systems theory, research, and best practices.
- Management information systems and their application in instructional and educational administration.
- Current theories on learning and effective curriculum and instructional practices.
- District instructional and management needs and objectives of the District.
- Assessment practices of school/program effectiveness.
- State, federal, and local rules, regulations, and laws affecting District programs and services.
- Technology use in instruction and management.

Ability to:

- Use systems approaches to problem-solving.
- Work across divisions and departments to support curriculum and instruction and school operations objectives.
- Modify management strategies based on evaluation data.
- Coordinate the assessment of the instructional needs of K-12 students.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Link research to practice to improve educational outcomes.
- Effectively communicate and deal with diverse community groups and the public.
- Speak and write effectively.

ASSISTANT SUPERINTENDENT EDUCATIONAL SUPPORT SERVICES SPECIAL EDUCATION/SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) (CONTINUED)

EDUCATION AND EXPERIENCE:

~~EDUCATION:~~

- Master's degree required,
- Doctorate ~~desired~~. **preferred**

~~EXPERIENCE:~~

- Five years' **classroom** teaching experience, ~~and~~
- Three years' **site and/or District-level** administrative experience ~~at a central office level preferred.~~

LICENSES, CERTIFICATES, AND OTHER REQUIREMENTS:

- A valid **CA** Administrative **Services** credential ~~authorizing service at the K-12 level and~~
- Appropriate **CA** teaching credentials;
- Valid driver's license;
- Willingness to work additional hours periodically;
- Willing to travel as needed.

WORKING CONDITIONS:

Typical office/school environment.

PHYSICAL CHARACTERISTICS: ~~(Consideration will be given to reasonable accommodation, with or without the use of aids.)~~

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

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

Board Approved: June 25, 1996

AGENDA ITEM BACKUP SHEET
June 28, 2016

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**

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.

Contained within the Personnel Calendar are 23 new hires for SAUSD, including:

- Activity Supervisor – 1
- Food Service Worker – 5
- Groundskeeper – 1
- Instructional Assistant Severally Disabled – 1
- Job Training Assistant Special Education – 1
- Library Media Technician – 1
- Licensed Vocational Nurse – 2
- Locksmith – 1
- Payroll Technician – 1
- Position Control Supervisor – 1
- Site Clerk – 1
- Teacher – 7

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

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RETIREMENTS					
Crippen, Gary	Teacher	Carr	June 17, 2016		Retirement - 18 years
Martinez, Paulita	Principal	Remington	June 30, 2016		Retirement - 19 years
RESIGNATIONS					
Flater, Michael	ROTC	Santa Ana	June 17, 2016		Moving - 4 years
Gonzalez, Diana	Nurse	Pupil Support Services	June 17, 2016		Moving - 1 year
Metz, Jennifer	Speech and Language Pathologist	Speech Department	June 17, 2016		Moving - 2 years
Richardson, Elizabeth	Teacher	McFadden	June 17, 2016		Moving - 1 year
NEW HIRES/RE-HIRES					
Fitzpatrick, Jessica	Teacher	McFadden	August 23, 2016		New Hire - Probationary I
Mada, Geetha	Teacher	Jefferson	August 23, 2016		Rehire - Intern
Murphy, Ellery	Teacher	Spurgeon	August 23, 2016		Rehire - Intern
Santos, Mark	Teacher	Godinez	August 23, 2016		New Hire - Probationary I

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES (Continued)					
Struelens, Catlin	Speech and Language Pathologist	Speech Department	May 20, 2016		New Hire - Probationary I (10.8% contract)
Sumners, Kathryn	Teacher	Special Education	August 23, 2016		New Hire - Probationary I
Watson, Lindsy	Teacher	Edison	August 23, 2016		Rehire - Intern
OFFER OF EMPLOYMENT - ROP					
Rich, Christine	Business/Computer	ROP	May 19, 2016	June 17, 2016	New Hire - 44910
CHANGE IN STATUS					
Bremmer, Ashley	Teacher	Sierra	April 12, 2016		From 44920 to Probationary I
LEAVE (21 duty days or more) - Without Pay and Without Benefits 2016-17					
Wilson, Shelana	Psychologist	Psychological Services	August 19, 2016	June 22, 2017	Child Care
EXTENSION OF LEAVE (21 duty days or more) - Without Pay and Without Benefits 2016-17					
Espinoza, Carolina	Teacher	Walker	August 23, 2016	June 22, 2017	Child Care

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTENDED WORK YEAR 2015-16					
Lopez, Yazmin	Nurse	Early Childhood Education	June 20, 2016	June 30, 2016	9 additional days
Loftus, Karen	Nurse	Early Childhood Education	June 20, 2016	June 29, 2016	8 additional days
Stefun, Maria	Nurse	Early Childhood Education	June 20, 2016	June 30, 2016	9 additional days
EXTRA DUTY 2015-16					
Longacre, Steven	Principal	Taft	June 1, 2016	June 30,2016	30 Prep. Hours
Blauer, Kathleen	Retired Substitute	Educational Services/Special Project	September 1, 2016	September 30, 2016	Retiree Substitute Daily Rate
Baker, Judith	Retired Substitute	Educational Services/Special Project	September 1, 2016	September 30, 2016	Retiree Substitute Daily Rate
Powers, Nedra	Retired Substitute	Educational Services/Special Project	September 1, 2016	September 30, 2016	Retiree Substitute Daily Rate
ESY PRINCIPAL					
Longacre, Steven	Principal	Taft	June 21, 2016	July 25, 2016	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS					
Quintero, David		Godinez			
Carter, Stacey		Spurgeon			
Harrington, Judy		Washington			
Martinez, Rene		Spurgeon			
Montgomery, Guy		Century			
Vanderpool, Michelle		Spurgeon			
SUMMER EXTENDED SCHOOL YEAR (ESY) PSYCHOLOGIST					
Contreras, Consuelo		Psychological Services			
SUMMER EXTENDED SCHOOL YEAR (ESY) SPEECH AND LANGUAGE PATHOLOGISTS					
Norton, Julie		Speech Department			
SUMMER SCHOOL TEACHERS					
Alexander, Russell		Valley			
Basu, Neeta		Segerstrom			
Carranza, Adrianna		Santa Ana			
Clupper, Michael		Saddleback			
Espinoza, Emilio		Godinez			
Garcia, Raul		Segerstrom			

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SUMMER SCHOOL TEACHERS (Continued)					
Jimenez, Rocio		Valley			
Johnston, Margery		Century			
Killion, Darryl		Santa Ana			
Llopis, Richard		Century			
Mateo, Amelia		Segerstrom			
Peimbert, Barbara		Segerstrom			
Reyes-Mandujano, Alejandro		Valley			
Rodriguez, Thalia		Valley			
Walle, Angelita		Santa Ana			
Warffuel, Mark		Valley			
Watts, Matthew		Godinez			
You, Ah Ryang		Century			
ADMINISTRATIVE REASSIGNMENTS					
Acosta, Myrna	Assistant Principal	Santiago	July 1, 2016		From Assistant Principal at Santa Ana to Assistant Principal at Santiago
Anguiano, Robert	Principal	Davis	July 1, 2016		From Principal at Pio Pico to Principal at Davis

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
ADMINISTRATIVE REASSIGNMENTS (Continued)					
Everett, Julie	Assistant Principal	Garfield	July 1, 2016		From Assistant Principal at Carr to Assistant Principal at Garfield
Garcia, Kimberly A.	Interim Principal	Advance Learning Academy	July 1, 2016		From Interim Principal at Advance Learning Academy to Principal at Advance Learning Academy
Gomez, Maria Guadalupe	Principal	Pio Pico	July 1, 2016		From Principal at Davis to Principal at Pio Pico
Mulholland, Suzanne	Assistant Principal	Santa Ana	July 1, 2016		From Assistant Principal at Alternative Education to Assistant Principal at Santa Ana
Rozema, Jeffrey	Assistant Principal	Valley	July 1, 2016		From School Operations Administrator to Assistant Principal at Valley

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

LAST NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
ADMINISTRATIVE REASSIGNMENTS (Continued)					
Tonai, Kevin	Interim Principal	Esqueda	July 1, 2016		From Interim Principal at Esqueda to Principal at Esqueda

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIRMENTS						
Betts, Deborah	Sr. Admin. Clerk	Transition Program	June 30, 2016			38 years, 10 months
Esquer, Blanca	Fd. Svc. Wkr.	Sierra	June 16, 2016			10 years, 4 months
Fernandez, Teresa	Instr. Asst. Sp. Ed.	Hoover	June 16, 2016			9 years, 4 months
Fierro, Irene	Fd. Svc. Spvr. Elem.	Romero Cruz	June 16, 2016			41 years, 3 months
Martinez, Arthur	Plant Custodian Elem.	Wilson	July 22, 2016			33 years, 10 months
Mc Mullen, James	Electrician II	Bldg. Svcs.	July 29, 2016			29 years, 11 months
Nelson, Irene	Preschool Teacher	Washington	June 30, 2016			8 years, 2 months
Nguyen, An	Electronic Equipment Tech.	Bldg. Svcs.	July 15, 2016			32 years, 10 months
Ohta, Gloria	Job Coach Sp. Ed.	Transition Program	June 7, 2016			20 years, 1 months Change of date
See, Charles Jr.	Carpenter	Bldg. Svcs.	June 30, 2016			33 years, 9 months
Varela, Irene	Fd. Svc. Spvr. Elem.	Fremont	June 16, 2016			31 years, 9 months Change of date

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIRMENTS (Continuation)						
Zendejas, Maria	Preschool Teacher	Lorin Griset	June 17, 2016			Personal - 10 years, 6 months
RESIGNATIONS						
Athreya, Mallika	Instr. Asst. Computer	Diamond	May 10, 2016			Personal - 4 years, 11 months
Bell, Karen	SSP Sp. Ed.	Saddleback	June 16, 2016			Personal - 2 years, 3 months
Berryhill, Cyndi	Attendance Tech.	Villa	August 1, 2016			Personal - 21 years
Bustos, Jahaira	Instr. Asst. Provider	McFadden	June 14, 2016			Personal - 2 years, 8 months
Colli, Victor	After School IP	McFadden	June 16, 2016			Personal - 1 year, 5 months
Doyle, Jesse	Activity Supervisor	Santa Ana High	March 1, 2016			Personal - 5 months
Foerster, Aida	SSP Sp. Ed.	Valley	May 27, 2016			Personal - 3 months
Herrera, Ivette	Site Clerk	MacArthur	June 30, 2016			Personal - 8 years, 8 months
Kim, Victoria	Facilities Planning Technician	Facilities Dept.	June 3, 2016			Personal - 3 months

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RESIGNATIONS (Continuation)						
Latif, Yama	Instr. Asst. Provider	Godinez	June 16, 2016			Personal - 11 months
Lopez, Gildardo	Activity Supervisor	Carver	June 7, 2016			Personal - 2 years, 1 month
Lopez, Mike	Instr. Asst. Provider	Valley	June 14, 2016			Personal - 2 months
Mance, Monique	Activity Supervisor	Segerstrom	May 13, 2016			Personal - 6 months
Martinez, Angie	Activity Supervisor	Carver	June 7, 2016			Personal - 7 months
Nguyen, Hang	Autism Paraprofessional	Roosevelt	June 10, 2016			Personal - 4 years, 5 months
Ramos, Johnny	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	June 6, 2016			Personal - 5 months
Rios, Andrea	Site Coordinator	Edison	July 27, 2016			Personal - 1 year, 7 months
Valladolid, Elena	Stage Manager	Saddleback	June 30, 2016			Personal - 1 year, 9 months
Villegas Mejia, Adelaida	After School IP	Carr	June 10, 2016			Personal - 1 year, 5 months
TERMINATIONS						
ID#26767	Autism Paraprofessional	Special Ed.	June 13, 2016			

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TERMINATIONS (Continuation)						
ID #29705	Activity Supervisor	Lincoln	June 3, 2016			
ID# 29807	After School IP	After School Program	May 24, 2016			
39 MONTH REEMPLOYMENT (100 Day Differential Ended)						
Felix, Rocio	Autism Paraprofessional	Martin	May 5, 2016			
Morales, Brenda	Autism Paraprofessional	Jefferson	May 20, 2016			
Ortiz, Janet	Fd. Svc. Wrk.	Heninger	May 3, 2016			
Tadeo-Ibarra, Maria	Fd. Svc. Spvr. Elem.	Romero-Cruz	June 10, 2016			
ABSENCES (3 to 20 duty days) - Without Pay						
Biedebach, Ana	Payroll Technician	Payroll Dept.	August 22, 2016	September 2, 2016		Personal
Penaloza, Ruby	Site Clerk	Godinez	June 6, 2016	June 30, 2016		Personal
Valdez, Cristina	Fd. Svc. Wkr.	Century	June 6, 2016	June 16, 2016		Personal
LEAVES (21 duty days or more) - Without Pay						
Dena, Michael	Instr. Asst. Sev. Dis.	Adams	August 1, 2016	June 30, 2016		Personal
Lopez, Diana	Instr. Asst. Sev. Dis.	Community Day HS	August 24, 2016	June 21, 2016		Personal

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
LEAVES (21 duty days or more) - Without Pay (Continuation)						
Sandoval, Nancy	Autism Paraprofessional	Valley	August 24, 2016	January 28, 2016		Personal
NEW HIRES						
Arebalo, Kristine	Site Clerk	K12 Teaching & Learning	June 29, 2016		24/1	Probationary
Barsky, Dena	Library Media Tech.	Lathrop	June 1, 2016		25/1	Probationary
Diaz, Destiny	Licensed Vocational Nurse	PSS	May 31, 2016		24/1	Probationary
Elam, Dustin	Locksmith	Bldg. Svcs.	June 29, 2016		34/1	Probationary
Franco, Joanna	Fd. Svc. Wkr.	Nutrition Svcs.	August 24, 2016		11/1	Probationary
Fuentes Godinez, Rosaura	Fd. Svc. Wkr.	Roosevelt	June 8, 2016		11/1	Probationary
Garcia, Isabel	Fd. Svc. Wkr.	Walker	June 8, 2016		11/1	Probationary
Kulp, Caitlyn	Instr. Asst. Sev. Dis.	Sierra	May 31, 2016		20/1	Probationary
Lavine, Mary	Licensed Vocational Nurse	PSS	June 6, 2016		24/1	Probationary
Leuta, Johnny	Position Control Supervisor	Business Svcs.	June 29, 2016		49/1	Probationary
Lopez, Alicia	Payroll Technician	Payroll Dept.	April 22, 2016		32/1	Probationary
Ortiz, Angel	Job Training Asst. Sp. Ed.	Transition Program	June 7, 2016		22/1	Probationary

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
NEW HIRES (Continuation)						
Pichardo, Cristina	Fd. Svc. Wkr.	Santa Ana High	June 8, 2016		11/1	Probationary
Razo Rivas, Elizabeth	Activity Supervisor	Wilson	May 11, 2016		10/1	
Rescalvo, Norma	Fd. Svc. Wkr.	Nutrition Svcs.	August 24, 2016		11/1	Probationary
Valerio, Eduardo	Groundskeeper	Bldg. Svcs.	June 29, 2016		24/1	Probationary
ADDITIONAL ASSIGNMENTS						
Cochran, Elizabeth	After School IP	After School Programs	May 27, 2016		16/1	Probationary
Frias, Conrad	After School IP	After School Programs	May 31, 2016		16/6	Probationary
Melgarejo, Estela	After School IP	After School Programs	April 25, 2016		16/1	Probationary
Vieyra, Kimberly	After School IP	After School Programs	May 27, 2016		16/1	Probationary
PROMOTIONAL APPOINTMENTS						
Garza, Irene	Job Training Asst. Sp. Ed.	Transition Program	August 17, 2016		22/3 from 20/4	From Job Coach Sp. Ed.
Oropeza, Briana	Instr. Asst. Sev. Dis.	McFadden	May 16, 2016		From 19/2 to 20/3	From SSP Sp. Ed.

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROMOTIONAL APPOINTMENTS (Continuation)						
Plascencia, Veronica	District Safety Officer	Willard	May 25, 2016		From 24/6 to 31/3	From Attendance Technician
REASSIGNMENTS						
Alvarez, Manuel	Custodian	Villa	May 31, 2016		23/4 + Diff.	From Esqueda
Garcia, Juan	Plant Custodian Elem.	Wilson	May 9, 2016		28/6	From Mgr. of Custodian Svcs./Bldg. Svcs.
Sanchez, Oscar	Plant Custodian Elem.	Greenville	May 2, 2016		32/5	From Rv. Ld. Custodian
ADJUSTMENT OF WORKING ASSIGNMENTS						
Barcenas, Guadalupe	Fd. Svc. Wkr.	Nutrition Svcs.	August 28, 2016		11/1	From 3.5 hours to 6.5 hours
Guzman, Yulismairi	Fd. Svc. Wkr.	Nutrition Svcs.	August 24, 2016		11/1	From 3.5 hours to 6.5 hours
Lucero, Marco	Fd. Svc. Wkr.	Nutrition Svcs.	June 1, 2016		11/1	From 3.5 hours to 6.5 hours
Zuniga, Yolanda	Fd. Svc. Wkr.	Nutrition Svcs.	August 24, 2016		11/1	From 3.5 hours to 6.5 hours

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS						
Bazurto, Henry	Sr. Groundskeeper	Bldg. Svcs.	May 27, 2016	June 3, 2016	30/5	
Calleros, Valerie	Sch. Off. Mgr. Elem.	Franklin	June 1, 2016	June 30, 2016	28/5	
Carranza, Eric	Mgr. I Bldg. Svcs.	Bldg. Svcs.	June 6, 2016	June 10, 2016	26/3 + $10 a day	
Cisneros, Maria	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	June 1, 2016	June 16, 2016	13/6	
Gutierrez Rodriguez, Alejandro	Rv. Ld. Custodian	Bldg. Svcs.	March 23, 2016	March 31, 2016	28/4	
Martinez, John	Mgr. of Grounds Maintenance	Bldg. Svcs.	June 1, 2016	June 30, 2016	30/6 + $10 a day	
Portugal, Tommy	Mgr. of Maint. Operations	Bldg. Svcs.	June 1, 2016	June 30, 2016	Level 34/1	
Putney, Andrew	Dir. of Bldg. Svcs.	Bldg. Svcs.	June 1, 2016	June 30, 2016	Level 52/1	
Ramirez, Noelia	Sr. Fd. Svc. Wkr.	Bldg. Svcs.	April 21, 2016	May 2, 2016	13/6	
Slater II, Laurence	Sr. Groundskeeper	Bldg. Svcs.	May 20, 2016	May 25, 2015	30/4	
Woolsey, David	Dir. of Construction	Bldg. Svcs.	June 1, 2016	June 30, 2016	Level 52/1	
HOULRY APPOINTMENTS						
Cuellar, Stefanie	Instructional Provider	Middle College	June 14, 2016		16/1	
Ramirez, Juan	Instructional Provider	After School Programs (ASSETS)	June 14, 2016		16/1	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - June 28, 2016

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
SUBSTITUTES						
Chacon, Ronald	School Police Officer		May 2, 2016		40/1	
Ramos, Veronica	Clerical		June 1, 2016		20/1	
Reyes, Jennifer	Clerical		April 25, 2016		20/1	

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE:	**Sunshine Initial Bargaining Proposal from Santa Ana Unified School District (SAUSD) to California School Employees Association (CSEA), and its Chapter 41**
ITEM:	**Public Hearing**
SUBMITTED BY:	**Mark A. McKinney, Associate Superintendent, Human Resources**
PREPARED BY:	**Mark A. McKinney, Associate Superintendent, Human Resources**

BACKGROUND INFORMATION:

The purpose of this agenda item is to conduct a public hearing to "sunshine" the initial bargaining proposal from the Santa Ana Unified School District (SAUSD) to the California School Employees Association (CSEA), and its Chapter 41, in accordance with Government Code Section 3547.

RATIONALE:

Under provision of the Government Code referenced above, the initial bargaining proposal must be "sunshined" for public comment at a Board of Education meeting.

FUNDING:

Not Applicable

RECOMMENDATION:

Conduct a public hearing to "sunshine" the initial bargaining proposal from the Santa Ana Unified School District (SAUSD) to the California School Employees Association (CSEA), and its Chapter 41.

MAM:nr

Santa Ana Unified School District

NOTICE OF PUBLIC HEARING

Under the provision of Government Code Section 3547, the Initial Bargaining Proposal must be "sunshined" to the Public and the Board of Education hereby gives notice that a public hearing will be held as follows:

TOPIC OF HEARING:

Sunshine Initial Bargaining Proposal
from the
Santa Ana Unified School District (SAUSD)
to
California School Employees Association (CSEA), and its Chapter 41

HEARING DATE:	Tuesday, June 28, 2016
TIME:	6:00 p.m.
LOCATION:	Santa Ana Unified School District Board Room 1601 E. Chestnut Avenue Santa Ana, CA 92701 (714) 558-5510

Santa Ana Unified School District
Richard L. Miller, Ph.D., Superintendent

NEGOTIATIONS PREAMBLE

It is undeniable that there is a wide gap between the educational outcomes achieved by students of color and/or students from disadvantaged backgrounds and the results achieved by students who are from non-minority or more affluent backgrounds. Statewide economically disadvantaged students show an 11.5% gap in English Language Arts and 9.2% in Mathematics. English learners show an even greater gap.

Eliminating the "achievement gap" is a *moral* imperative which the State of California has now *legally* obligated the Santa Ana Unified School District to eliminate. The legislation and regulations establishing the Local Control and Accountability Plans (LCAP) system specify the funding and accountability mechanisms to accomplish this goal. Simply put, the law requires that the District use its State funding, especially the additional funding it receives on account of the disadvantaged backgrounds of its students, to directly address achievement gap issues. Public school districts, through their LCAPs are given great flexibility so that each community can address its particular needs – and each school district is accountable for the effectiveness of its plans and the use of the extra monies the State provides.

This is a new paradigm/model of State funding and accountability. It requires the District to think, plan and act differently to achieve better educational outcomes on an immediate and ongoing basis.

Accordingly, the District has prepared this initial proposal to commence a discussion with the California School Employees Association and its Chapter 41 on changes to the collective bargaining agreement needed for the Santa Ana educational community to collaboratively eliminate the achievement gap at the Santa Ana Unified School District. The particular areas the District proposes for discussion at this time are set forth below:

Initial
Proposal of
Santa Ana Unified School
District's
2016-2019
to
California School Employee Association (CSEA)
and its Chapter 41
June 28, 2016

Article 3.0 HOURS OF WORK

- The District has an interest in clarifying language and practice with regard to work year.
- The District has an interest in establishing equalized pay for less than twelve (12) month employees.
- The District has in interest in expanding the work year of 9.5 month instructional employees, adding two (2) additional days in alignment with the student instructional calendar.

Article 4.0 WAGES AND WAGE PROVISIONS

- The District has an interest in ensuring fair employee compensation in alignment with the LCAP priorities of enhancing services to students'.
- The District has an interest in improving and clarifying the reclassification procedures.

Article 10.0 GRIEVANCE PROCEDURES

- The District has an interest in improving and clarifying the grievance process.

Article 11.0 EMPLOYEE BENEFITS

- The District has an interest in clarifying the Health Benefits Authority (HBA) language within the contract.

Article 17.0 ASSOCIATIONAL RIGHTS

- The District has an interest in reviewing the release time of classified employees for Associational business.

The District has an interest in updating contract language to remove outdated terms.

The District reserves the right to add, delete, or modify these proposals as determined through the negotiations process.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Declaring the SAUSD's Intent to Grant an Easement to the Orange County Water District for Construction of a Groundwater Monitoring Well**

ITEM: **Public Hearing**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Senior Facilities Planner**

BACKGROUND INFORMATION:

The purpose of this agenda item is to conduct a public hearing to receive comments on the SAUSD's intent to dedicate an easement to the Orange County Water District (OCWD) for the purpose of constructing a groundwater monitoring well on the District's Heritage Museum of Orange County (HMOC) site.

ITEM SUMMARY:

- Intent to grant an easement to the OCWD for compensation.
- The easement will allow OCWD to construct a groundwater monitoring well (4" pipe).
- Easement term: 31 years

RATIONALE:

The OCWD is constructing four underground injection wells at Centennial Park as part of their Groundwater Replenishment System. The OCWD is proposing a groundwater monitoring well at SAUSD's HMOC site in order to monitor the water quality in the area. In order to provide access to the monitoring well on the SAUSD property, an easement would be granted to the OCWD via a resolution adopted by the Board of Education. Water sampling is anticipated to occur bi-weekly initially, and quarterly after the well has been in operation for three years.

The term of the easement would be for 31 years in exchange for 1) $25,200, 2) installation of 13,500 square feet of decomposed granite in the HMOC's parking lot area, 3) installation of 900 feet of irrigation system to feed the HMOC's farm, and 4) installation of two educational panels for HMOC with information about the Orange County groundwater basin, native habitat, water conservation, and/or other education issues of interest. The $25,200 could be used for educational purposes, including funding field trips for more students to experience the HMOC.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Conduct a public hearing declaring the SAUSD's intent to grant an easement to the Orange County Water District for construction of a groundwater monitoring well.

OW:rb

Santa Ana Unified School District

Facilities & Governmental Relations
Orin L. Williams, Assistant Superintendent

Richard L. Miller, Ph.D., Superintendent

NOTICE OF PUBLIC HEARING

RESOLUTION OF THE BOARD OF EDUCATION OF GRANTING AN EASEMENT TO THE ORANGE COUNTY WATER DISTRICT AT THE HERITAGE MUSEUM OF ORANGE COUNTY

PLEASE TAKE NOTICE that the Board of Education of the Santa Ana Unified School District will hold a public hearing at 6 p.m., or soon thereafter, on June 28, 2016 to allow for public comment prior to consideration of granting an easement to the Orange County Water District (OCWD) for the purpose of constructing a groundwater monitoring well on the District's Heritage Museum of Orange County site which are on file at the District Office and on the District website. The public hearing will take place in the Board of Education meeting room located at 1601 East Chestnut Avenue, Santa Ana, California 92701. Any questions should be directed to (714) 480-5359.

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

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Resolution No. 15/16-3105 – Intent to Grant Easement to the Orange County Water District for Construction of a Groundwater Monitoring Well**

ITEM: **Action**
SUBMITTED BY: **Orin Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Senior Facilities Planner**

BACKGROUND INFORMATION:

The purpose of this agenda item is for the Board of Education to declare its intent to grant an easement to the Orange County Water District (OCWD) for the purpose of constructing a groundwater monitoring well on the District's Heritage Museum of Orange County (HMOC) site.

ITEM SUMMARY:

- Intent to grant an easement to the OCWD for compensation.
- The easement will allow OCWD to construct a groundwater monitoring well (4" pipe).
- Easement term: 31 years

RATIONALE:

The OCWD is constructing four underground injection wells at Centennial Park as part of their Groundwater Replenishment System. The OCWD is proposing a groundwater monitoring well at SAUSD's HMOC site in order to monitor the water quality in the area. In order to provide access to the monitoring well on the SAUSD property, an easement would be granted to the OCWD via a resolution adopted by the Board of Education. Water sampling is anticipated to occur bi-weekly initially, and quarterly after the well has been in operation for three years.

The term of the easement would be for 31 years in exchange for 1) $25,200, 2) installation of 13,500 square feet of decomposed granite in the HMOC's parking lot area, 3) installation of 900 feet of irrigation system to feed the HMOC's farm, and 4) installation of two educational panels for HMOC with information about the Orange County groundwater basin, native habitat, water conservation, and/or other education issues of interest. The $25,200 could be used for educational purposes, including funding field trips for more students to experience the HMOC.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 15/16-3105 to grant an easement to the Orange County Water District for construction of a groundwater monitoring well.

OW:rb

RESOLUTION NO. 15/16-3105

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

RESOLUTION OF THE GOVERNING BOARD OF THE SANTA ANA UNIFIED SCHOOL DISTRICT DECLARING ITS INTENTION TO GRANT AN EASEMENT TO THE ORANGE COUNTY WATER DISTRICT

WHEREAS, the Santa Ana Unified School District ("District") owns real property located at 3101 W. Harvard Street, Santa Ana, CA 92704 (A.P.N.: 408-021-01), commonly known as the Heritage Museum of Orange County ("District Property"); and

WHEREAS, the Orange County Water District, a political subdivision of the State of California organized under Chapter 924 of the Statutes of 1933, as amended ("OCWD"), has indicated its intention to construct, operate, and maintain a below grade groundwater monitoring well and well system appurtenances, fencing, gates, and locks at the District Property, and has requested that the District grant certain portions over, under and through the District Property and necessary right-of-way thereto, as identified in Exhibit "A" attached hereto, in the form of a non-exclusive permanent easement, temporary construction easement, and maintenance easement (collectively, the "Easement"); and

WHEREAS, the proposed Easement that includes the description and location of the Easement is set forth in Exhibit "A" attached hereto and incorporated herein by this reference; and

WHEREAS, the District does not need the Easement area for classroom buildings or educational purposes; and

WHEREAS, the District may grant the Easement if, after adoption of this Resolution of Intent and publication of notice, the District's Governing Board adopts, in a regular open meeting ("Public Hearing"), by a two-thirds vote of all its members, a resolution authorizing and directing the Superintendent, or Superintendent's designee, to execute and deliver the Easement; and

WHEREAS, notice of the Governing Board's intent to grant the Easement ("Notice") shall be given pursuant to Education Code section 17558 by posting copies of this Resolution of Intent signed by the members of the Governing Board, or majority thereof, in three (3) public places in the District not less than ten (10) days before the date of the Public Hearing, and by publishing the Notice once not less than five (5) days before the date of the Public Hearing in a newspaper of general circulation, published in the District, if there is one, or if there is no such newspaper published in the District, then in an newspaper published in the county in which the District or any part thereof is situated and having a general circulation in the District; and

WHEREAS, the Public Hearing shall be held on _June 28, 2016_, at _6:00__ p.m., or as soon thereafter as the matter may be heard in the Santa Ana Unified School District Board Room, located at 1601 E. Chestnut Avenue, Santa Ana, CA 92701.

NOW THEREFORE, BE IT RESOLVED, that the District's Governing Board hereby finds, determines, declares, orders and resolves as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The real property upon which the Easement is to be located is not needed for school classroom buildings or educational purposes.

Section 3. The District intends to grant and convey the Easement.

Section 4. The Superintendent and Superintendent's designee is hereby authorized to provide public notice as required by Education Code section 17588.

Section 5. The District's Governing Board shall hold a public hearing on __June 28, 2016_ at __6:00_ p.m. at its regular place of meeting for a public hearing, or as soon thereafter as the matter may be heard and shall consider authorizing the grant and conveyance of the Easement from the District to OCWD in accordance with the Easement attached hereto as Exhibit "A."

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of 28th day of June 2016.

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

AYES:

NOES:

ABSENT

STATE OF CALIFORNIA)
) ss:
COUNTY OF _____)

I, _____, 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
President of the Governing Board for the
Santa Ana Unified School District, State of California

I, _____, Clerk 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
Clerk of the Board of Education of the
Santa Ana Unified School District, State of California

EXHIBIT “A”
EASEMENT

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Surfing Course for Segerstrom High School Students**

ITEM: **Action**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Surfing course for Segerstrom High School students.

ITEM SUMMARY:

- Surfing Course proposed for Segerstrom High School students.
- Expands PE course offerings, increasing opportunities for high school students to engage in physical activity.

RATIONALE:

The proposed Surfing course offers high school students an opportunity to experience a different type of Physical Education (PE) from the typical high school course. This course covers all the essential physical education standards and the eight required components, while allowing students to experience a sport associated more with beach communities. The goal of this course is to have students become more fit while also gaining experience in life to which they may not ordinarily have exposure.

LCAP Goal 2.5: Ensure equitable access to the core instructional program, including Visual and Performing Arts (VAPA), foreign language, and physical education courses.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Surfing course for Segerstrom High School students.

MR:ez

Segerstrom High School
2301 W. MacArthur Blvd.
Santa Ana, Ca 92704
714 241 5000

High School Course Outline for Surf Class:

Department: Physical Education/Athletics.

Course Title: Surfing (Surf) Grade level: 9-12

Credits: 5 credits per semester (offered 2 semesters per year).
Elective credit.

Prerequisites:

- Pass swimming proficiency, this test includes but is not limited to: 16 lap distance swim, approximately ¼ mile swim, 15-minute treading water in deep end of pool, retrieval of underwater object in deep end of pool.
- Parent permission form signed
- Athletic release (waiver of liability signed: this releases school, school staff, and district of liability from unintended consequences of surfing)
- Emergency contact information will be requested.

Course Description: This course is designed to provide an opportunity for students to meet their health, physical, and recreational needs and interests through the sport of surfing. Students enrolled in this P.E/Athletics course assume the responsibility for satisfactory health status appropriate for the class activity.

Goals: (Students must meet these course needs)

1. To provide the student with the opportunity to engage in, and improve surfing abilities as well as overall fitness.
2. To acquire the basic skills of surfing (i.e. paddling, entering, standing, turning)
3. Proper adherence to terminology, etiquette, safety rules and precautions.
4. To develop knowledge, skill, awareness, and appreciation of surfing concepts as they apply to the ocean.
5. To develop an awareness and appreciation of the exercise of surfing and build a life long passion for surfing fitness.
6. Students will write an end of year essay relating to the importance of protecting our environment specifically the ocean.

7. Students will develop an insight, basic knowledge, and appreciation of body mechanics, safety, and movement principles applicable to surfing.
8. Students will involve themselves in community activities to better society.
9. Students will also become CPR and First Aid certified.

Content Standards:

Students will:

1. Achieve a high level of physical fitness (Standard 2)
2. Demonstrate all the necessary beginning skills inherent in the sport of surfing to perform at his/her maximum capacity. (Standard 1)
3. Demonstrate a sense of: (Standard 3)
    a. Responsibility
    b. Individual consciousness.
    c. Group consciousness.
4. Demonstrate an awareness and respect for others. (Standard 3)
5. Demonstrate dry land lead up surfing skills as they relate to body, surfing, body boarding, knee boarding, and/or stand up surfing. (Standard 1)
6. Demonstrate swimming skills in the shallow swimming pool. (Standard 1)
7. Demonstrate swimming skills in the deep-water swimming pool. (Standard 1)
8. Demonstrate swimming skills in ocean conditions. (Standard 1)
9. Demonstrate knowledge of ocean conditions as they relate to the sport of Surfing. (Standard 2)
10. Recall and demonstrate the safety concept relating to the following: (Standard 1)
    a. Proper warm-up related to specific activities.
    b. Proper pre-exercise stretching techniques and exercises.
    c. Proper safety and courtesy guidelines for surfing in the open ocean as they relate to:
        A. Ocean conditions.
        B. Crowd conditions.
        C. Atmospheric conditions.
11. Proper warm-down and stretching at the end of each exercise bout. (Standard 1)

OUTLINE OF CONTENT

1. Introduction and explanation of grading.
2. History.
3. Trends.
4. Cultural Influences.
5. Terminology and vocabulary.
6. Description of surfing skills.
7. Values of surfing skills.
8. Surfing equipment.
9. Safety, manners, and etiquette.

10. Buddy system.
11. "Spotting" procedures and techniques.
    A. Visual.
    B. Hand.
12. Exercise, sleep, and diet for maximum physical performance.
13. Fitness information and principles.
14. Physical fitness testing.
15. Intramural/competitive forma and rules.
16. Competitive strategy.
17. Re-test physical fitness.
18. Basic skills of surfing.
19. Basic conditioning exercises conducive to effective learning of surfing skills.
    A. Strength.
    B. Flexibility.
    C. Endurance
        1. Pool swims (when available)
        2. Pier paddles and swims
        3. Buoy paddles and swims
        4. Track and/or lifeguard tower runs.
        5. Run/paddle/runs.
    D. Balance.
    E. Coordination.
20. Specific dry land drills that relate to surfing skills.
21. Fundamental techniques of surfing.
    A. Paddling.
    B. Standing up.
    C. Basic stance.
    D. Body position.
    E. Weight transfer.
    F. Movements.
22. Surfing programs.
23. Anaerobic versus aerobic training.

TIME ALLOTMENT:

Approximately three days per week surf activities will take place at the beach during zero period. Beach days will commence once students show strong water skills and knowledge. Transportation to the beach and back will be supplied by Segerstrom high school. Class will begin early enough and allow ample time for students to return to campus and begin their academic day second period. As well, class will encompass ample activity minutes to meet the state framework requirements. The other 2 days of class time will take place at school (classroom, swimming pool, weight room).

Breakdown of a normal activity day:

1. Roll call: 1.5 to 3 minutes depending on the size of the class, tardiness, absences, and readmits.
2. Warm up activity: 1.5 to 5 minutes depending on weather and previous day's activities.
3. Stretching, physical preparation, and basic rhythms: 5 to 8.5 minutes depending on #2.
4. Surfing activities from above content areas: time will be in accordance with State framework.
5. Closing activity, announcements, second safety roll call, reminders, warm down and post exercise bout stretching: 3 to 7 minutes.

METHODS: A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include; demonstrations – by teacher, student(s), or experts on video; lecture—individual, small group, large group; modeling; guided practice and group discussion (large and small groups).

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; reading of texts, hand-outs, and other resources; participation in community activities.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students. Equipment will be provided by school for all members.

- Handouts
- Stopwatch
- The school will provide all individual surf equipment.
  - Surfboard, bodyboard, and/or swim fins
  - Wetsuit, rashguard, webs, booties, leash
  - Surf wax
  - Surf trunks
  - Physical fitness attire for dry land training and fitness testing
    - Proper supportive undergarments
    - Activity shorts
    - Tee-shirt

All around athletic (cross training) shoes
• Parental agreement
• Liability waiver

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

Grading:
25% Attendance and participation is twenty five percent of the overall grade.
25% Fitness testing is twenty five percent of the overall grade.
25% Skill acquisition-skill tests.
25% Knowledge acquisition-written tests, handouts, etc.

Suggested Grading Scale
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F Below 60%

Instructor must possess and present copies of the following valid certification:

1. American Red Cross First Aid Training
2. American Red Cross Water Safety Training for Coaches
3. American Red Cross Cardiopulmonary Certificate

Segerstrom High School Surf Class Liability Waiver / Hold Harmless Form

THIS RELEASE LIMITS YOUR RIGHTS TO RECOVER DAMAGES IN CASE OF AN ACCIDENT. PLEASE READ IT CAREFULLY BEFORE SIGNING IT.

In applying to participate in the Segerstrom High School Surf Class, its tryouts, practices, contests, and any other related events or meetings, I hereby recognize the inherent dangers listed below. I also agree that this list is not all inclusive and some inherent dangers may not be identified.

Inherent Dangers

As with any sporting class, there are certain dangers associated with participation in it. Please be aware that your child will be surfing and/or swimming in the ocean where there is the possibility of danger that is uncontrollable by the supervisor(s). Some of the dangers you need to be aware of are:

1. Rip tides that may take the surfer/swimmer away from the shore causing panic, exhaustion, and in some instances, drowning.
2. Large surf that makes surfing/swimming in those conditions dangerous due to the impact of waves and a limited ability to control ones immediate environment.
3. Hidden sandbars that can cause injury if a person dives into one accidentally or hits one while surfing.
4. Sea life such as jellyfish can cause a painful wound. The possibility of attack by shark causing severe injury or death exists. Injuries from other people and their swimming or surfing equipment can occur. Hard surfboards can cause severe head and body injuries and other associated trauma to the body.
5. Other injuries can occur from running on the sand or failure to properly warm-up prior to heavy exercise.
6. Structures such as pilings, jetties, and outfall pipes, either visible or submerged, can cause injury or death if a surfer or swimmer impacts them.

Furthermore, after close perusal of these inherent dangers, I hereby certify and agree to the following:

1. I will inspect each site and assure myself that the area is safe for surfing and further agree that I will not allow a minor child to surf in the contests, practices or tryouts unless I am satisfied that the area and conditions are safe;
2. I will further read and comply with the Santa Ana Unified School District rules and regulations;
3. I will note the existing weather, beach and ocean conditions;
4. I voluntarily assume all risks arising from conditions related to the contest, practice, or tryout sites;
5. In consideration of your acceptance of my minor child's participation I, intending to be legally bound, hereby, for myself, my minor child, heirs, executors and administrators, hold harmless and release and forever discharge the participating schools and school districts, and any agent or official connected with the Surf Class from all liability for injuries and damage whatsoever, arising from my minor child's presence or participation in the above described events.
6. I certify that I have properly notified the aforementioned entities, in writing, of any medical information, allergies or other medical, mental or any other information deemed important or proper regarding my minor child that my limit his/her ability to participate in the aforementioned activities;
7. I attest that my minor child is physically fit and has sufficiently trained for these events and do hereby grant the sponsors such release as described herein.

(Please note: This form continues on the next side.)

TO THE PARENTS OR LEGAL GUARDIANS OF PATICIPANTS UNDER 18 YEARS OF AGE:

LIABILITY WAIVER/HOLD HARMLESS AUTHORIZATION-

I HEREBY CERTIFY THAT I AM THE PARENT, OR LEGAL GUARDIAN OF THE PARTICIPANT NAMED BELOW, AND DO HEREBY GIVE MY CONSENT WITHOUT RESERVATION TO THE FOREGOING AND AGREE TO HOLD THE AFOREMENTIONED HARMLESS FROM ANY LIABLILTY.

Student's Name:_____ Grade:_____

Parent or Guardian's Name(s): *(Please print)*_____

_____

Signature:_____ Date:_____

Relationship to Minor:_____

Segerstrom High School

2301 W. MacArthur Blvd.
Santa Ana, Ca 92704
714 241 5000

About the Surf Program

The Segerstrom High School Surf program consists of a surf class that meets in the morning at 6:30am with the surf students receiving P.E. credit. Student/surfers will meet at the beach to improve skills, stay fit, respect the ocean, learn about the beach ecosystem/environment, and have fun. Some of the non-beach class days will meet in the classroom, or in the weight room. We have high expectations for our surfers. The Segerstrom Surfers are expected to strive in the classroom. Students are rewarded for having a 3.4 or higher gpa by earning the student academic award. Besides excelling in the classroom and in the ocean, surfers class members are expected to be good citizens. We, as a program, will be actively involved in community service as well. This program would not be possible without the support of the school/district, dedicated students, great parents and the surfing community. If you have any questions about our program, you can call or email me.

Thank you,

David Koeler
Segerstrom High School
Science Department
Surf Coach
714 241 5000 ext. 61601
David.Koeler@sausd.us

Segerstrom High School

2301 W. MacArthur Blvd.
Santa Ana, Ca 92704
714 241 5000

SANTA ANA UNIFIED SCHOOL DISTRICT

JAGUAR SURFING 2016-17

Dear Parents and Potential Incoming Student Surfer;

The purpose of this letter is to inform you that your children can take Surfing as a Physical Education course in their freshman, sophomore, junior, and/or senior years and receive credit toward graduation at Segerstrom High School.
If you would like to sign up for this class and be a part of our team, you need to be aware of the following:

1. **The student must pass a 400-yard swimming test, and a 15-minute treading water test.**
2. **The student and parent must sign all liability and hold harmless forms, and complete a sports physical and packet.**
3. **Voluntary Fundraising/donations are a necessary and we need your help greatly. Activities may include, but will not be limited to a car wash, healthy snack sale, etc. These fees go towards surfboards for class, replace competitive jerseys, limited refreshments at competitions/scrimmages, varsity and JV awards, a team collared shirt, and…etc.**
4. **Parents must provide their own student/surfers with transportation both to and from the beach. Class is held five times per week as a zero period. On class activity days we will use Huntington Beach Sate Beach. Zero Period classes are held from 6:30a.m. until 7:25a.m. Segerstrom will supply transportation to and from the beach for all students. On classroom days, class is held from 8:00a.m. until 8:54a.m. Once again, students enrolled in Surfing will need transport to the beach and back to school for their next class, which begins at 8:54 a.m.**

If you have any questions regarding schedule or anything else, please call me at:
School: 714 241 5000 ext. 61601

You may also email me at David.Koeler@sausd.us

Sincerely,
David Koeler
Segerstrom High School
Science Department
Surf Coach

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Action to Approve or Deny Renewal of El Sol Science & Arts Academy Charter Petition and if Approved Adopt Resolution No. 15/16-3118 Implementing that Action**

ITEM: **Action**
SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**
PREPARED BY: **Mavis Mitchell, Charter Schools Financial Coordinator**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to adopt Resolution No. 15/16-3118 approving/denying the El Sol Science & Arts Academy Charter Renewal Petition. The El Sol Science & Arts Academy has submitted a charter renewal petition to the Santa Ana Unified School District for consideration of a five-year term beginning July 1, 2016 and expiring June 30, 2021.

ITEM SUMMARY:

- Five-year term of current charter petition expires June 30, 2016.
- Take action to adopt resolution approving/ denying the charter renewal petition.
- Ensure compliance with *EC* Sections 47605 and 47607.

The five-year term of the current operating charter expires June 30, 2016.

RATIONALE:

In compliance with California Education Code Sections 47605 and 47607, the SAUSD Board is required to approve or deny the request for charter renewal within sixty (60) days of receipt of the renewal petition, unless extended for up to thirty (30) additional days by mutual agreement of the parties.

Action to document Formal Receipt of the Charter Renewal Petition was taken at the Regular Meeting of the SAUSD Board of Education on Tuesday, May 10, 2016. The required Public Hearing was conducted on Tuesday, May 24, 2016.

The date of Formal Receipt of the Charter Renewal Petition, May 10, 2016, marked the start of the statutory sixty (60) day timeline during which the Board must consider and take action on the proposed charter renewal. In this instance, the SAUSD Board will take action on the matter at the Regular Meeting on June 28, 2016.

In support of the request for approval of the renewal, the El Sol Science & Arts Academy has provided documented proof of meeting or making progress toward specific pupil outcomes in accordance with the academic achievement criteria of Education Code Section 47607(b) (1).

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 15/16-3118– Approving the renewal of the El Sol Science & Arts Academy Charter Petition.

SP:mm

RESOLUTION NO. 15/16-3118

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Renewing Charter School Petition for
El Sol Science and Arts Academy

WHEREAS, pursuant to Education Code Section 47605 *et seq.*, the Governing Board of the Santa Ana Unified School District ("SAUSD" and/or "District") is required to review and authorize creation and/or renewal of charter schools; and

WHEREAS, in or about September 2000, the Governing Board of SAUSD approved the Charter for the El Sol Science and Arts Academy ("El Sol"), and since that time the District Governing Board has renewed the Charter twice, with the current term through and including June 30, 2016; and

WHEREAS, on or about May 5, 2015, El Sol delivered to the District office a Charter School Petition for renewal of its Charter for a five year term from July 1, 2016, through and including June 30, 2021; and

WHEREAS, in accordance with the Charter Schools Act of 1992, the renewal Charter Petition was brought to the District Board meeting of May 10, 2016, at which time it was received by the District Governing Board, thereby commencing the timelines for District Board action thereon; and

WHEREAS, in compliance with California Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, the Governing Board is required to approve or deny the request for charter renewal within sixty (60) days of the Governing Board's receipt of the renewal petition, unless that timeline is extended for up to thirty (30) additional days by mutual written agreement of the parties; and

WHEREAS, pursuant to Education Code Section 47605, a public hearing on the provisions of the Charter was conducted on May 24, 2016, at which time the District Board considered the level of support for this Charter by teachers employed by the District, other employees of the District, and parents;

WHEREAS, in reviewing the Petition for the renewal of the El Sol Charter, the Governing Board has been cognizant of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS, in accordance with Education Code Section 47607(a)(3)(A), the District Governing Board has considered increases in pupil academic achievement for all groups of pupils served by El Sol as the most important factor in determining whether to grant El Sol's renewal request; and

WHEREAS, in accordance with California Code of Regulations, Title 5, Section 11966.4(b)(1), in considering El Sol's renewal petition the District Governing Board considered the past performance of El Sol's academics, finances, and operation and future plans for improvement in evaluating the likelihood of future success; and

WHEREAS, District legal counsel and District staff have reviewed and analyzed all of the information received with respect to the Petition, including information related to the operation and potential effects of El Sol, and have spoken to El Sol representatives relative to this renewal request; and

WHEREAS, in reviewing and analyzing the renewal Charter, District staff noted some issues and concerns and determined that certain changes and revisions to the Charter Petition were necessary in order to support the requested Charter renewal. The District administration worked with El Sol on resolution of these issues and implementation of the necessary changes, additions, and revisions and El Sol has incorporated these changes, additions, and revisions into the Charter; and

WHEREAS, El Sol is now seeking approval of renewal of its Charter as revised and it is that revised version of the El Sol renewal Charter Petition that the District Governing Board is considering and acting upon through adoption of this Resolution No. 15/16-3118. The revised renewal Charter is attached hereto as Exhibit "A"; and

WHEREAS, the Governing Board has fully considered the revised renewal Charter and the recommendation provided by District staff; and

WHEREAS, in reviewing the Petition for the renewal of the El Sol Charter, the Governing Board has been cognizant of the value provided to the community by El Sol during the time that it has been operating pursuant to the Charter granted and renewed by the Santa Ana Unified School District.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:

I. That the Governing Board of SAUSD finds the above-listed recitals to be true and correct and incorporates them herein by this reference.

II. That the Governing Board has confirmed that El Sol has met the minimum requirements for renewal of a charter pursuant to Education Code Section 47607 as follows:

a. Ed. Code § 47607(b)(2): El Sol had a statewide rank of 8 in the most recent API calculation (2013).

b. Ed. Code § 47607(b)(3): El Sol had a rank of 10 for a demographically comparable school in the most recent API calculation (2013).

III. That the Governing Board of the Santa Ana Unified School District, having fully considered and evaluated the Petition for the renewal of the El Sol Science and Arts Academy, hereby approves the renewal of the Charter for a five year term, from July 1, 2016, through and including June 30, 2021. The El Sol renewal Charter that the Governing Board is hereby approving is attached hereto as Exhibit "A."

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of June 28, 2016.

By: _____

John Palacio
President of the Board of Education
Santa Ana Unified School District

Attest:

_____

Valerie Amezcua
Clerk of the Board of Education
Santa Ana Unified School District

STATE OF CALIFORNIA)
)ss
ORANGE COUNTY)

I, Valerie Amezcua, Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, hereby certify that the foregoing is a true and correct copy of Resolution No. 15/16-3118, which was duly adopted by said Board at a regular meeting thereof held on the 28 day of June, 2016, and that it was so adopted by the following vote:

AYES:
NOES:
ABSENT:
ABSTENTIONS:

By _____

Valerie Amezcua,
Clerk of the Board of Education
Santa Ana Unified School District

[ATTACH A COPY OF THE REVISED EL SOL CHARTER AS EXHIBIT A]

El Sol Science and Arts Academy of Santa Ana Charter School

Charter Renewal Petition

2016 - 2021

Presented to

The Board of Trustees
Santa Ana Unified School District

Charter prepared in compliance with the terms, conditions and requirements of applicable California charter school laws.

El Sol Science and Arts Academy of Santa Ana

An Excellent Public School

EL SOL ACADEMY
CHARTER RENEWAL SUBMISSION

TABLE OF CONTENTS

I. Charter

Element One ____ **8**
Educational Program
Element Two ____ **90**
Measurable Pupil Outcomes
Element Three ____ **91**
Method of Measuring of Pupil Progress and Staff Development
Element Four ____ **97**
Governance
Element Five ____ **100**
Employee Qualifications
Element Six ____ **102**
Health and Safety Procedures
Element Seven ____ **105**
Achieving Racial and Ethnic Balance
Element Eight ____ **105**
Admission Requirements
Element Nine ____ **106**
Annual Financial Audits
Element Ten ____ **107**
Student Suspensions and Expulsions
Element Eleven ____ **110**
STRS,PERS and Other Retirement Coverage
Element Twelve ____ **110**
Attendance Alternatives
Element Thirteen ____ **111**
Employee Return Rights
Element Fourteen ____ **111**
Dispute Resolution, Revocation and Renewal
Element Fifteen ____ **112**
Charter School Closure Procedures
OTHER CHARTER ELEMENTS ____ **115**
Labor Relations
Community/School/Parent/Student Relations
Confidentiality of Records
Non-Discrimination
Legal Status and Liability
Internal Dispute Resolution
Business Operations Policies & Procedures
External Grants
School Assets
School Facilities

Information Exchange
Charter Term and Renewal
Inspections
Amendments

APPENDIXES

Appendix I
Affirmations and Assurances
Appendix II
El Sol LCAP
Appendix III
Support and Referral Process
Appendix IV
Articles of Incorporation and Bylaws
Appendix V
Resolution of Amendment to the Bylaws
Appendix VI
Five year Budget

EXHIBITS

I. API three-year average

II. Family Handbook

III. 15-year accomplishments

IV. Board of Directors

El Sol Science and Arts Academy of Santa Ana Charter School
Charter

The El Sol Science and Arts Academy of Santa Ana Charter School (the "Charter School" or "El Sol" or "School") submits this petition to the trustees of the Santa Ana Unified School District (the "District" or "SAUSD") for Charter renewal as its oversight agency.

Approval

The original operating Charter was formally submitted to the Board of Trustees of the District at a meeting of the District Board on August 22, 2000, and approved by the Board of Trustees at a meeting of the District Board on September 26, 2000. Since that time, the Charter has been approved for renewal twice. This current Charter renewal is for a term of July 1, 2016, through and including June 30, 2021.

Preference for this Petition

As required by Section 47605(h) of the Charter Schools Act of 1992, in reviewing petitions for the establishment of charter schools within the District, the District's governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioners as academically low-achieving pursuant to the standards established by the State Department of Education under Education Code Section 54032.

Affirmations and Assurances

As the authorized representative of El Sol, we, the Board of Directors, hereby certify that the information submitted in this petition for a charter renewal of the El Sol Science and Arts Academy Charter School to be located within the boundaries of the Santa Ana Unified School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605 (d)(1)]

- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B) and as provided in Section XIII of this Charter. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of any characteristic listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code) or association with an individual who has any of the aforementioned characteristics, fluency in English, parent income/education level, or any other basis prohibited by law. [Ref. Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage and shall fully comply with all insurance and indemnification requirements set forth in this Charter.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves the 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. [Ref. Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") and the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School is subject to and shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Please see Appendix 1 for signed Affirmations and Assurances

Interpretation of Terms

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the El Sol Science and Arts Academy of Santa Ana and/or El Sol Science and Arts Academy and/or El Sol Academy and/or El Sol and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) El Sol Science & Arts Academy of Santa Ana corporate entity, and for all purposes related to this Charter or the operations of the El Sol Science & Arts Academy of Santa Ana, both the school and the corporate entity, to the extent that they are separate entities , shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that El Sol states that it will follow the requirements of a particular Section of the Education Code or other law, it means that El Sol will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

As set forth in this Petition, the Charter School has a solid record of providing a comprehensive learning experience that effectively serves the needs of academically low-achieving students. This is demonstrated throughout this Petition by the accomplishments, which are denoted by bold bullets under each category. Accordingly, this Petition is entitled to preference in the review and approval process.

Background

The Charter School is currently serving 900 students in grades K- 8. El Sol Academy School is located in Orange County in the Santa Ana Unified School District at 1010 N Broadway, Santa Ana, CA 92701.

This renewal Charter reaffirms the commitment of the El Sol Academy Charter School students, staff, parents and school community to continue the efforts initiated in September of 2000 with the approval of our original petition.

The purpose of this document is to:
-Share the accomplishments of the Charter School for the past five years
-Define the goals of the Charter School
-Describe the instructional program
-Identify the desired academic and social outcomes anticipated for all students
-Delineate the roles and responsibilities of each member of the Charter School Community.

Mission Statement

To provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice and to create a culture of kindness, creativity, courage, and honesty that will permit our graduates to assume leadership roles in the 21st Century.

AWARDS AND RECOGNITION

- *California Charter School of the Year*
- *California Distinguished School*
- *Title I Academic Achievement Award Winner – two time recipient*
- *MIND Research Institute Partner School of the Year*
- *California Association for Bilingual Educators Seal of Excellence Award*
- *Campaign for Business & Education Excellence (CBEE) STAR award* - two time recipient
- *Starfish Community Award – Healthy Smiles OC*
- *Small Business QLICI of the Year* finalist– Novogradic Journal of Tax Credits
- *Exemplars in Serving English Learners* – National Charter School Resource Center US Department of Education
- *Public Impact* profile – US Department of Education ELL's
- *Best of the Best Award* – Urban Land Institute of Orange County and the Inland Empire (nominated)
- *School Construction magazine* – profile of new classroom design
- *Charters Making a Difference* – Center for American Progress

EL SOL ALUMNI UNIVERSITY ATTENDANCE

Stanford
UC Berkeley
American University
UCI
UCR
UC Davis
Cal State Fullerton
Vanguard University
University of Redlands
Cal State Dominguez Hills
Cal State Chico
Texas Christian University
Santa Ana College
Williams College

State Priorities

Pursuant to Education Code Sections 47605, 47605.6 47606.5, and 52060, El Sol Academy incorporates the following eight State Education Priorities into its education mission and plans:

1. Teacher Credentialing, Instructional Materials, and proper facilities;
2. Implementation of State Content and Performances Standards;
3. Parental involvement:
4. Pupil Achievement;
5. Pupil Engagement:
6. School Climate:
7. Enrollment and access to a Broad Course of Study:
8. Pupil Outcomes

El Sol has set forth in its Local Control and Accountability Plan ("LCAP") its annual goals for all pupils and each subgroups of pupils identified pursuant to Education Code Section 52052 to be achieved in the state priorities as described in Education Code Section 52060(d) that apply to the grades served by El Sol and specific annual actions to achieve those goals.

Please see Appendix 2 for El Sol's LCAP.

In accordance with Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, El Sol shall update the goals and annual actions to achieve those goals and its LCAP using the template adopted by the State Board of Education pursuant to Education Code Section 52064, which update shall include all of the items required pursuant to Education Code Section 47606.5. El Sol shall submit its updated LCAP to SAUSD and the Orange County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the Charter, and shall be maintained by El Sol at the school site.

Conditions

This Charter is subject to the following conditions, and may be revoked in the event these conditions are not met within one hundred fifty (150) days after this Charter is renewed:
El Sol shall demonstrate, to the District's sole and absolute satisfaction, that it currently has and will maintain the financial ability to assure the District (a) that the District will have no liability for any funding of the Charter School, and (b) that the risk of the Charter School defaulting on its financial obligations or obligations contained herein is acceptably low. Should the District have concerns regarding the financial stability of El Sol and its compliance with these conditions, both parties agree to submit to an arbitration panel comprised of one representative selected by the District, one representative selected by El Sol and one mutually-agreed third party representative, to evaluate the financial solvency of the El Sol and render an advisory decision as to the financial stability of El Sol, which recommendation shall be presented to the District Board and considered prior to the District Board making a decision.

Fifteen Required Charter Elements (A-O)

Element One (A) – Educational Program

The Charter School is located in Orange County in the Santa Ana Unified School District. The El Sol student population is made up of: 95.34% Latino, 1.11% Asian, 1.22% African American, and 1.33% Anglo. This is comparable to the District, which is comprised of 92.2% Latino, 2.8% Asian, 0.8% African American, and 3.2% Anglo.

The District has a population which is 75% English Learner Students, and 89% qualify for free or reduced price meals. At the elementary schools nearest The Charter School, these populations are closer to 90%. At El Sol, the student population is 45% English Learner Students and 73% qualify for free or reduced price meals.

As of the most recent API calculation, the Charter School is ranked as a Statewide decile 8 school with a Similar Schools rank of 10 and meets both API and AYP. The Charter is proud to have earned an 878 weighted three year average API score for CST's through 2013.

The Charter School provides a school environment with students on a single-track school calendar. The length of the school day exceeds that of traditional public schools. El Sol Academy offers a college preparatory curriculum at the elementary and middle school level.

Educational Vision

We, the parents, teachers and board members of El Sol Science and Arts Academy envision a holistic curriculum that encompasses language, math, science, arts, and technology. Part of our curriculum encompasses a dual immersion program that produces bi-literacy in English and Spanish and multicultural competency, including appreciation of Mexican and Latino cultures and other American cultures. We continue to develop partnerships within our community that will provide health and social support to children and families to achieve high educational outcomes.

Modes and Methods of Instruction

There are high standards of academic achievement at the Charter School. Academic instruction **is** college preparatory with a heavy focus on reading and language arts via intensive support through intervention and enrichment programs. The Charter School feels that all children, especially the primarily Latino population of the Charter School, respond more positively to a curriculum that stimulates creative thinking and problem solving, new ways of interpreting one's surroundings, and opportunities to express one's ideas and feelings in non-traditional formats.

Transitional kindergarten through eighth grades classes meet the minimum instructional minutes recommended by the state. In addition to the recommended state minutes, an extended day is provided for enrichment and remedial purposes. The classroom environment fosters opportunities for student interaction through cooperative learning activities, multi-grade and cross-age groupings, and peer tutoring. Grade levels use a team teaching approach for Language Arts, Math and Science, and the Humanities.

We currently provide 58,860 instructional minutes per year, which exceeds the state standards by 9,990 for Grades 1 – 3 and by 6,403 for Grades 4 – 8.

Teachers provide instruction based on subject matter specialization and students rotate through. Students can participate in Bridging across subject matter so that a Fourth Grader with strong skills in math could join a Fifth Grade math class during their subject matter groupings.

El Sol Academy has full time music, art, and technology teachers, and a full time mental health clinician. Instructional assistants, volunteers, and other support programs further reduce the student-to-adult ratio.

The Charter School employs a holistic approach to educating students. Along with increased skill application, the Charter School students have an opportunity to strengthen social skills and confidence through peer mediation, mentoring, and after school clubs and enrichment.

The Charter School believes that to be an educated, global citizen of the twenty-first century, graduates of the Charter School must be able to:

- Communicate effectively through reading, writing, speaking, and listening in English and in Spanish.
- Demonstrate knowledge and appreciation of the different branches of the arts.
- Understand and apply higher-order thinking skills: critical thinking, creative thinking, problem solving, decision making.
- Demonstrate a strong work ethic and self-motivation in school in order to be good citizens and responsible, contributing members of society.
- Apply the skills necessary to work effectively alone and in cooperative settings.
- Demonstrate a positive attitude toward learning both now and in the future.
- Use technology in order to access information, apply research skills, and solve problems in preparation for higher education and the worlds of work.
- Demonstrate a sense of self-worth and knowledge of their abilities in order to set and achieve realistic goals.
- Respect, appreciate, and understand diverse culture and individuals.
- Be aware of major events and their geographical locations worldwide in order to understand the complexities of a global society.
- Attain fluency in a second language to facilitate participation in a global society.
- Demonstrate the knowledge of, and the desire for, physical fitness, healthy living, and mental well-being.

The Charter School meets all District academic standards and all academic standards as adopted by the State Board of Education.

The Charter School's student/teacher ratio and average class size are no greater than those of the District in comparable grades and subject matters.

The Charter School meets all federal and state requirements for services to English Language Learners including initial (at entrance) and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing. No student is denied admission to the Charter School based on limited English fluency. The Charter School provides English Language Development instruction and support as needed.

The Charter School meets all federal and state requirements for services to Special Education students including providing complete evaluations to develop a student's Individual Education Plan ("IEP") or 504 plan and services to fulfill the IEP or 504 plan. No student is denied admission to the Charter School based on Special Education status.

The Charter School's course of study meets all current District and State standards for each content area including English/Language Arts, English Language Development, Mathematics, Science, History/Social Science, and Visual and Performing Arts. The Charter School maintains a description of each course offered including content of course, pre-requisites, required demonstration of proficiency, and textbooks.

A comprehensive literacy program is at the core of the mission of the educational program at the Charter School. The educational program focuses on increasing literacy in language arts, math, science, history/social studies, science, technology, and the arts. The goal of acquiring literacy in these areas determines much of the content of the curriculum, affects teaching strategies, provides a perspective for selecting and training teachers, and helps parents understand what is expected of their children.

The Charter School involves the entire school community—parents, staff, administration, students, and community—in working cooperatively and collaboratively to create a student-centered environment.

From multiple models, the Charter School weaves units on humanities, cultural and multicultural literacy, and technology into the various corresponding areas of study at each grade level. Project-based learning and differentiated curriculum are core strategies for delivering the entire curriculum.

Because computer literacy is so crucial, a high value is placed on this. Computers have been procured for each classroom and the children use these computers as a fundamental part of their day. Students develop their ability to use technology as a tool for inquiry, observation, and creativity. They learn keyboard skills, word-processing, multi-tasking, and online research skills and are exposed to computer graphics, and spreadsheet software.

The Charter School believes that the arts are an essential component in each child's education and life. Consequently, at each grade level, the Charter School provides music, visual art, dance, and theater education. All students from pre-k to 8th grade receive instruction in a combination of opportunities with a frequency of 2-3 times a week. The Charter School patterns and delivers an arts curriculum for students in grades pre-k to eighth grade after the California Public Schools' Visual and Performing Arts Framework adopted by the California State Board of Education.

The Charter School agrees with the state framework about the *Essential Ideas in Arts Education*:

- The arts are core subjects.
- The arts enrich, and are enriched by, the other subjects.
- The arts promote creativity, thinking, and joy.
- The arts offer different ways to make meaning.
- The arts reflect and influence cultures.

- The arts promote aesthetic literacy and appreciation.
- Assessment is inherent in the arts.
- Technology expands the arts.
- The arts prepare students for full participation in society.

Technology-Enriched Instructional Strategies and Learning Opportunities

Technology use is embedded in each classroom and the children use technology as a fundamental part of their day. Students develop their ability to use technology as a tool for inquiry, observation, and creativity. They learn keyboard skills, word-processing, multi-tasking, and online research skills and are exposed to computer graphics, and spreadsheet software.

Effective use of technology can enhance the learning experience for some students and contribute to teacher efforts to transform the learning environment so that it is more student-centered, problem and project-centered, collaborative, communicative, customized, and productive. Technology provides a tool that can enable teachers and faculty to support such activities far more efficiently than has been possible in the past. Our technology plan and goals are outlined in our state approved technology plan.

El Sol has a State approved Technology Plan, which is available for review upon request at the School Front Office. Strategic use of technology simply can make learning far more interesting, even exciting, than what many students have encountered in their educational experience. (*National Education Technology Plan)*

Enriched Learning Opportunities

While emphasizing a standards-based curriculum, all students at El Sol Academy have access to computers, software and the Internet upon entering the school in Kindergarten. The ratio of computers to students is one computer for each student in 3rd through 8th grade and one computer for every two students in Transitional Kinder through 2nd grade. All students are networked and have a connection to the Internet at school. Students in the upper grades use the provided technology to collaboratively investigate, organize and present information gathered via the Internet and other educational software currently provided on the computers. The lower elementary grades have educational software to enhance the learning presented in the classroom.

Gifted and Talented Education (GATE) Program Structure

In conjunction with the GATE coordinator, teachers work with students and families to properly identify, cluster, and deliver most appropriate instruction to students. Students who are identified are clustered within a regular classroom setting and have access to activities such as accelerated curriculum, enriched opportunities to engage in performing arts and visual arts talent, while developing their intellectual, creative, academic and leadership ability. El Sol Academy ensures that all students who have been identified as GATE have access to curriculum and instruction that is appropriately designed and differentiated.

GATE Curricular Program Objectives:

- To provide differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents.

- The differentiated curriculum facilitates the gifted students in their ability to meet or exceed state core curriculum and standards.

- The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.

- The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).

- The differentiated curriculum facilitates development of ethical standards, positive self concepts, sensitivity and responsibility to others, and contributions to society.

Eligibility

All children are eligible for the nomination process regardless of socioeconomic, linguistic, or cultural background, and/or disabilities. Referrals are sought from classroom teachers and parents. El Sol Science and Arts Academy actively searches for referrals among underrepresented populations. All staff receive training and information about the nomination process, including characteristics of gifted learners and have access to nomination forms. A committee, including the GATE coordinator and certificated personnel, make the final determinations on individual student eligibility for the program.. Evidence from multiple sources is used for eligibility and a data record or file is established for each nominee. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. Transfer students are considered for identification and placement in a timely manner.

Classrooms with clusters of students who have been identified as GATE provide differentiated or accelerated curriculum for GATE students. Teachers engage in routine practices including but not limited to the following:

- Refer potential students for GATE program identification including those from diverse linguistic, socioeconomic, and cultural backgrounds.

- Develop differentiated curriculum and learning opportunities in collaboration with GATE students and parents.

- Provide differentiated curriculum through the use of depth and complexity, compacting, acceleration, tiered assignments, and independent contracts.

- Set high expectations for GATE students to meet and exceed state content standards.

- Provide flexible grouping within the classroom or between classrooms to provide large and small collaborative learning opportunities with peers and with other students based on interests or abilities.

- Provide opportunities for independent study.

- Monitor, assess, and evaluate GATE student progress and communicate progress with parents and students.

- Participate in professional development related to characteristics of GATE students, research and literature on best practices in GATE program curriculum and pedagogy.

Physical Education

The Physical Education program is designed to provide a balance between physical fitness and contemporary knowledge about body care and development. The curriculum may include units on dance, gymnastics, basic body conditioning, body health, and nutrition. Traditional sports such as soccer, baseball/softball, volleyball, and basketball are offered.

The Charter School teaches skills, sportsmanship, participation and team competition. The Physical Education program has been developed in conjunction with nutrition units in science. There will be opportunities for 7th and 8th grade students to participate with neighboring intermediate school sports teams.

Collaboration and Networking Strategies

External partnerships and linkages with local educational agencies and community-based organizations will continue to provide the basis for several programs at the Charter School.

The Santa Ana College Service Learning Program, interns, and future teacher volunteers are welcome to provide support to staff and programs.

Additionally, El Sol Academy will continue to partner with neighboring high schools such as Orange County School of the Arts and Sage Hill in service learning programs that provide students with enriched experiences in the sciences and the arts.

Linkages have also been established with community resources such as the public library, local senior center, civic organizations, and local colleges and universities for student visitations in an effort to increase levels of awareness relative to community service, occupations, role models, opportunities to perform, etc. Teachers regularly schedule activities at these resources as well as invite individuals into the classroom as volunteers.

CURRICULUM

El Sol Academy's academic program consists of a Prekindergarten - 8th grade curriculum aligned to the California Common Core State Standards. In addition to ensuring that all students achieve high levels of bi-literacy and bilingualism, El Sol will continue to deliver a curriculum that sets students on a path towards 21st Century success. Students will continue to receive a comprehensive academic program that meets the following Common Core State Standards College and Career Readiness descriptors:

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures

Implementation of Next Generation Science Standards

El Sol Academy will continue to work towards full implementation of the Next Generation Science Standards, including each of the 3D components. As part of the school's implementation plan, the following actions are in place to ensure a successful transition and full implementation.

- Provide opportunities for collaboration, planning, and professional learning communities for all teachers to support with the improvement of instructional practices.

- Work with science teachers, teacher leads, specialists, and educational consultants to roll out and enhance the transition and ongoing implementation and refining of NGSS instruction.

- Provide ongoing professional development in areas such as curricular and instructional shifts, 3D teaching, science and engineering practices, engineering standards, performance expectations, cross cutting concepts, and alignment with the Common Core State

<u>K-2 Engineering Design Performance Expectations</u>

- K-2 – ETS1 – 1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2- ETS – 2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2 – ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

3-5 ETS1 Engineering Design Performance Expectations

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Overall Literacy Goals and Outcomes

El Sol Academy is committed to provide students with a cohesive literacy program, guided by the Common Core State Standards and its key shifts including supporting students as they engage with complex text, use arguments both orally and in writing grounded in evidence, and build knowledge through content rich nonfiction. Mastery of the anchor standards in reading and writing and all claims associated with such, will be measured through the California Assessment of Student Performance and Progress assessment system (CASPP).

The following is a grade level review of the curriculum.

KINDERGARTEN

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction in the target language: Spanish. In Kindergarten the percentage of academic instruction in Spanish is 90% to 10% English instruction. The ideal goal for all new kindergarten classes is having a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students. The proportion should ideally not exceed a 30%/70% ratio for any language.

Students will also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable the students to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud.

- **Reading**

As a basis for building strong literacy foundations student will:

- Name and write upper and lowercase letters

- Match letters to sounds and use grade level phonics and word analysis to figure out unfamiliar words when reading and writing such as one to one letter sound correspondence
- Learn and use new words
- Identify words that rhyme
- Read common sight words
- Count, blend, segment, and pronounce syllables in spoken words
- Follow words from left to right, top to bottom, and page by page
- Ask and answer questions about a story the teacher reads out loud
- Identify characters, settings, and major events in a story
- Recognize the person, place, thing, or idea that an illustration shows
- Participate in a range of collaborative discussions by listening and taking turns speaking
- Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly
- Ask and answer questions in order to seek help, get information, or clarify what is no understood.

- **Writing**

Three facets of writing are developed in the kindergarten year. The first facet is the child's understanding that writing is "speech written down." The second is the child's understanding of himself or herself as an author who has something to say, and therefore, to write. The third is the physical task of forming letters properly, handwriting. Students write words and brief sentences that are legible. The skills developed will focus on capitalization, organization, punctuation and handwriting. In addition, students will engage in writing across text types and purposes. Students will use a combination of drawing, dictating, and writing to compose the following:

- Opinion pieces in which they tell the reader the topic or the name of the book
- Informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Narratives about a single event in which they tell about the events in order and with reactions to what happened.

- **Speaking/Listening**

Focus will be on following directions, speaking in clear, articulated sentences, and speaking with the audience in mind.

Goals

- *To participate in a range of collaborative conversations about developmentally appropriate topics and texts.*
- *Follow agreed upon rules for discussion.*
- *Continue a conversation through multiple exchanges.*
- *Ask and answer questions in order to seek help, get information, or clarify what is no understood.*

Mathematics

Mathematical instruction in Kindergarten will focus primarily on learning numbers and what numbers represent and addition and subtraction. Students will also learn to identify and work with shapes.

Goals:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way for example, 9=6+3, 9=5+4)
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

K.MP.1. Make sense of problems and persevere in solving them.

In Kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

K.MP.2. Reason abstractly and quantitatively.

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.

K.MP.3. Construct viable arguments and critique the reasoning of others.

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

K.MP.4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the

different representations and explain the connections. They should be able to use all of these representations as needed.

K.MP.5. Use appropriate tools strategically.

Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side.

K.MP.6. Attend to precision.

As kindergarteners begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning.

K.MP.7. Look for and make use of structure.

Younger students begin to discern a pattern or structure. For instance, students recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated. They also recognize that $3 + 2 = 5$ and $2 + 3 = 5$.

K.MP.8. Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more. When counting by tens, the next number in the sequence is "ten more" (or one more group of ten). In addition, students continually check their work by asking themselves, "Does this make sense?

Technology

Technology in Kindergarten focuses primarily on introducing basic operations on a computer or digital device. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections.

Goals:

- Turn on a computer and login.
- Use desktop icons, windows, and menus to open applications and documents.
- Keyboarding: Use proper posture and ergonomics
- Keyboarding: Locate and use letter and numbers keys with left and right hand placement.
- Analyze online behaviors that could be considered cyber bullying
- Recognizing the importance of engaging a trusting adult when they experience cyber bullying.

Social Studies

Students are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historic connections between the world today and the world long ago. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to

- Understand that being good citizens involves being a good citizen
- Recognize national and state symbols and icons
- Match descriptions of work that people do and the names of related jobs
- Place events in temporal order using a calendar
- Understand the relationship between events, people, and places of other times

Science

Goals:

- *To use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, applying, and constructing scientific models.*
- *Observe common objects using the five senses.*
- *Describe the properties of common objects.*
- *Describe the relative position of objects using one reference.*
- *Compare and sort common objects based on one physical attribute.*
- *Communicate observations orally and in drawings.*

We will study interdependence and relationships in ecosystems— study animals, plants, and their environment; Weather and Climate—study the effects of sunlight on Earth's surface while constructing models to observe and describe weather patterns over time; Physical Science—study forces and interactions between pushes and pulls while conducting investigations to observe the effects of such forces on an object.

Kindergarten Performance Expectations

<u>K-PS2 Motion and Stability: Forces and interactions</u>

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

<u>KPS3 Energy</u>

- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.
- K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

K-LS1 From Molecules to Organisms: Structures and Processes

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2 Earth's Systems

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3 Earth and Human Activity

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

The Arts

♦ Dance

The emphasis will be on simple dances, creative movement (i.e., creating personal shapes) and understanding basic concepts such as pulse, tempo and rhythm.

♦ Music

The program will consist of listening and developing a beginning vocabulary of music terms, reading and noting simple patterns, memorizing, singing and performing multicultural songs, and improvising, composing and arranging music on instruments. We will also provide music assemblies and field trips to concerts and children's opera.

♦ Theater

We will teach skills such as movement, voice projection, imitation, make-believe, acting, and directing. Students will learn to act out their own stories and group stories. The vocabulary of the theater will be gradually introduced. Students will attend theatrical productions.

♦ Visual Arts

The program will teach students appreciation, knowledge, creativity and expression for artistic and academic success. Students in kindergarten will be introduced to the world of art, exposed to a variety of artists, media and techniques, and gain a greater sense of appreciation for the process of creating art.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.

- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- Art History: Students will understand that art has been used to communicate ideas through time.
- Artistic Perception: Students will describe line, shape, color, and texture in a piece of artwork, using appropriate vocabulary.
- Aesthetics: Students will know that artists create to express ideas.
- Creative Expression: Students will apply and demonstrate basic skills in painting, drawing, cutting and gluing techniques.

Physical Education

In addition to standard physical education, other non-traditional approaches to physical education may be included such as gymnastics, dance, yoga and martial arts.

FIRST GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction in the target language Spanish. In First grade the percentage of academic instruction in Spanish is 80% to 20% English instruction. The ideal goal for first grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program. Students will also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

As the formal process of reading and writing are introduced to children, it is essential to preserve their self-esteem and honor the very different stages of readiness and confidence that each child brings to the classroom. For this reason, much of the reading and writing work of first grade is done individually with the support of the teacher.

In grade one, students will build important reading, writing, speaking, and listening skills. Moreover, students will read and comprehend grade level complex literary and information texts independently and proficiently. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.

- **Reading**

As a basis for continuing to build on the literacy foundations student acquired in the kindergarten students in first grade will:

- Recognize the distinguishing features of a sentence
- Demonstrate an understanding of spoken and printed words, syllables, and sounds by pronouncing, isolating, and segmenting single syllable words
- Students will decode and blend sounds to create words they will recognize and read fluently
- Read stories and show they understand the lesson or moral of the story
- Ask and answer questions about a story, including characters, settings, and major events
- Compare and contrast the experiences of different characters
- Identify the reasons an author gives to support a point
- Explain the differences between texts that tell stories and texts that provide information
- Learn and use new words
- Participate in in a range of collaborative conversations and class discussions by listening, responding to what others are saying, and asking questions and clarifying what is not understood.
- Describe people, places, things, and events, expressing feelings and ideas clearly
- Learn basic rules of spoken and written language
- Work with others to gather facts and information on a topic

- **Writing**

As children move beyond the stage of mastering handwriting, they will learn the stages of the writing process: pre-writing, writing, revising, editing and publishing. Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. In writing, students will continue to engage in writing across text types and purposes. As a basis for this students will write

- Opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- Informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Narratives in which they recount two or more appropriately sequenced events using temporal words to signal sequence while providing a sense of closure.

To reach these goals, students move through the process of pre-writing, writing, revising and editing. They will write brief narrative and expository descriptions that have a theme or focus and will use appropriate punctuation and capitalization. Students will build on skills learned in kindergarten by printing clearly and legibly, and will expand their vocabularies and spelling abilities.

- **Speaking and Listening**

Students will be able to recognize rhyming words and there will be a strong focus on phonemic awareness. They will learn to recount stories they have heard and ask questions to help deepen their understanding of the stories. Students will be able to give, restate, and follow simple directions.-Students will refine their speaking abilities by speaking on selected topics, with their thoughts organized around a coherent thesis statement. They will relate supporting details descriptively and in clear, simple sequence.

Goals:

- *To participate in a range of collaborative conversations about developmentally appropriate topics and texts.*
- *Follow agreed upon rules for discussion.*
- *Build on others' talk in conversation by responding to the comments of others through various exchanges*
- *Ask and answer questions in order to seek help, get information, or clarify what is not understood.*

Mathematics

Mathematical instruction in First Grade will focus primarily on work with whole numbers and place value, including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will use a variety of mathematical tools such as pictures, charts, tables, and diagrams to solve problems.

Goals:

- Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10
- Solving word problems that involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in two-digit numbers
- Comparing two-digit numbers using the symbols > (more than), = (equal to) , and < (less than)
- Understanding the meaning of the equal sign (=) and determining if statements involving addition and subtraction are true or false
- Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Dividing circles and rectangles into halves and quarters

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>1.MP.1. Make sense of problems and persevere in solving them.</u>

In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, ―Does this make sense?‖ They are willing to try other approaches.

<u>1.MP.2. Reason abstractly and quantitatively.</u>

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.

1.MP.3. Construct viable arguments and critique the reasoning of others.

First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like ―How did you get that?‖ ―Explain your thinking,‖ and ―Why is that true?‖ They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions.

1.MP.4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

1.MP.5. Use appropriate tools strategically.

In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders
decide it might be best to use colored chips to model an addition problem.

1.MP.6. Attend to precision.

As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.

1.MP.7. Look for and make use of structure.

First graders begin to discern a pattern or structure. For instance, if students recognize 12 + 3 = 15, then they also know 3 + 12 = 15. (Commutative property of addition.) To add 4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14.

1.MP.8. Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract ―ten‖ and multiples of ―ten‖ they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, ―Does this make sense?

Technology

Technology in First Grade focuses on expanding upon basic operations on a computer or device and introducing students to safety issues in using electronic media. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe

through employing strategies such as distinguishing between inappropriate contact and positive connections.

Goals:

- Use pointing device such as a mouse to manipulate shapes, and icons
- Click on urls, radio buttons, check boxes
- Use scroll bar
- Recognize and describe the potential risks and dangers associated with various forms of online communications
- Understand that being safe when they visit websites is similar to staying safe in real life.
- Learn to recognize websites that are good for them to visit.
- Recognize if they should ask an adult they trust before they visit a particular website.

Social Studies

The program addresses perspective on time and space. The children will study the Earth and the indigenous Native American tribes who lived symbiotically with the Earth. The skills of social studies are the written and verbal skills of language arts, math, and science. Social studies provide the context for the practice of these skills. The curriculum focuses on the Earth, its makeup and origins, its inhabitants, and the changes of the Earth throughout history.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to

- Describe the rights of individual responsibilities of citizenship
- Compare and contrast the absolute and relative locations of places and people while describing the physical and/or human characteristics of places
- Know and understand important symbols and icons of the United States to establish a sense of community across time
- Compare and contrast life now to life long ago including recognizing some key differences in people and places around the world
- Describe human characteristics of familiar places and those of various backgrounds
- Understand basic economic principles

Science

The science curriculum explores crosscutting concepts (as outlined in the NGSS) and patterns whereby students understand cause and effect relationships, systems and system models, interdependence of science, engineering and technology.

Goals:

- *To use inquiry techniques and the scientific thinking processes of observing, communicating, comparing, ordering, categorizing, relating, inferring and applying.*
- *Physical science – understand that objects of various materials produce vibrations and unique sounds.*
- *Life science – understand that plants/animals rely on external parts and factors for survival*
- *Earth and space science – understand that the sun, moon, and stars appear in predictable patterns*

Grade One NGSS Performance Expectations

1 – PS4 Wave and their Application in Technologies for Information Transfer

- 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- 1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- 1-PS4-4.Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

1-LS1 From Molecules to Organisms: Structures and Processes

- 1-LS-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help survive.

1-LS3 Heredity: Inheritance and Variation of Traits

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

1-ESS1 Earth's Place in the Universe

- 1-ESS1-1 Use observations of the sun, moon, and starts to describe patterns that can be predicted.

- 1-ESS1-2. Make observations at different times of the year to relate the amount of daylight to the time of year**.**

The Arts

♦ Dance

Students continue to learn how space and stimuli (sound, colors, textures, imagery, and feelings) can be used to improvise expressive dance. They will learn the importance of good physical health and how it improves dance. Students will learn dances from other cultures and view performances of ethnic dances. We will discuss the emotions, history and messages represented in these dances.

♦ Music

Students build on their study of the elements of music by learning to read simple rhythms, patterns and pitch notations. They will be able to sight-read simple melodies, which they will sing and play instruments. We will provide music assemblies to increase music appreciation and take field trips to concerts and musicals.

♦ Theater

We will further our study of theater by replicating the movements and sounds of objects, animals and people, and dramatize the emotions of prescribed situations. These skills will then be used in performances of small scenes and plays. We will learn additional theatrical terminology. We will attend theatrical performances and later discuss impressions of the performances.

♦ Visual Art

In first grade, the emphasis of the curricula remains on the process of the individual creation of art. As a basis for this, students will understand that imagination is a driving force for artists and illustrators. Students will use a variety of media and techniques to illustrate their emotions and observations about both their environment and specific scenes and objects. Students will have numerous opportunities throughout the year to display their artwork in the school and take field trips to museums and galleries.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- Art History - Students will know that artists throughout history have been influenced by their imagination and the world around them.
- Artistic Perception - Students will describe the artwork in terms of subject matter and identify whether a piece of art is Abstract or Realistic. Discuss the things they like in their own artwork and in the artwork of others.
- Aesthetics - Students will understand that there are different responses to art. They will understand that artists create for many reasons, including: for fun, to express feelings and to convey ideas.
- Creative Expression Students will apply, refine, and demonstrate skills in painting (resist), clay (pinch) and multi-media techniques (collage) and use art materials in a safe and responsible manner.

Physical Education

We will continue standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts. Students will also learn about nutrition and the basic food groups.

SECOND GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction in the target language Spanish. In Second grade, the percentage of academic instruction in Spanish is 70% to 30% English instruction. The ideal goal for second grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English

Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program. Students will also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

- **Reading**

In grade two, students will continue to build important reading, writing, speaking, and listening skills. By the end of the year, students will read and comprehend literature and informational text within the 2-3-grade complexity band. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising.

As a basis for building strong grade level literacy foundations student will:

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story
- Read texts about history, social studies, or science and identifying the main idea
- Answer *who, what, where, when, why,* and *how* questions about stories and books
- Describe the reasons that an author gives to support a point
- Learn and use new words
- Learn the rules of spoken and written language
- Participate in collaborative class discussions by listening and building on what others are saying in small and whole group settings
- Describe in their own words information learned from articles or books read aloud
- Work together to gather facts and information on a topic
- Follow agreed upon rules for discussion and seeking clarification by asking and answering questions.
- Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characteristics, setting, or plot.

- **Writing**

We will continue to cover techniques and concepts of pre-writing, first draft writing and editing. In grammar we will discuss punctuation, parts of speech and spelling. Spelling will come from 200 high-frequency words (traditional and multicultural).

In writing, students will write across text types and purposes. As a basis for this, students will write

- Narratives about stories and/or events while describing actions, thoughts, and feelings
- Opinion pieces on books using important details and examples to support a position
- Informative/Explanatory pieces in which they will introduce a topic, use facts and definitions to develop points and provide closure

□ **Speaking and Listening**

Speaking and listening will be emphasized through class recitations, story-telling, and public speaking simulations. The literature program will balance reading traditional children's classics with contemporary multicultural stories.

Goals:

- *To participate in collaborative conversations with a variety of partners about grade level topics and texts in small and whole groups settings.*
- *To follow agreed upon rules for discussion while building on others' talk in conversation by linking comments and remarks.*
- *To seek clarification by asking and answering questions.*

Mathematics

Mathematical instruction in Second Grade will focus primarily on students extending their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100.
They will also build a foundation for understanding fractions by working with shapes and geometry.

Goals:

- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100
- Understanding what the different digits mean in a three-digit number (place value understanding)
- Adding and subtracting three digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters
- Solving addition and subtraction word problems involving length and money
- Breaking up a rectangle into same-size squares
- Dividing circles and rectangles into halves, thirds, or fourths
- Solving addition, subtraction, and comparison word problems using information presented in a bar graph
- Writing equations to represent addition of equal numbers

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>2.MP.1. Make sense of problems and persevere in solving them.</u>

In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, ―Does this make sense?‖ They make conjectures about the solution and plan out a problem-solving approach.

2.MP.2. Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length.

2.MP.3. Construct viable arguments and critique the reasoning of others.

Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like ―How did you get that?‖, ―Explain your thinking,‖ and ―Why is that true?‖ They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask appropriate questions.

2.MP.4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

2.MP.5. Use appropriate tools strategically.

In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation.

2.MP.6. Attend to precision.

As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.

2.MP.7. Look for and make use of structure.

Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles).

2.MP.8. Look for and express regularity in repeated reasoning.

Students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract, they look for shortcuts, such as rounding up and then adjusting the answer to compensate for the rounding. Students continually check their work by asking themselves, ―Does this make sense?

Technology

Technology in Second Grade focuses on mastery of basic operations, introducing word processing skills, and understanding strategies for the safe use of computers. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students
learn that the information they put online leaves a digital footprint or "trail." Students make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.

Goals:

- Use a word processing application to write, edit, print and save simple assignments
- Use menu/tool bar functions (e.g. font/size/style/, line spacing, margins) to format, edit and print a document
- File management: saving documents
- Identify and explain the strategies for the safe use of computers and data (e.g. passwords)
- Learn that the information they put online leaves a digital footprint or "trail."
- Explore what information is appropriate to be put online.
- Judge the nature of different types of digital footprints by following the information trails of two fictional animals.

Social Studies

The second grade children study people who make a difference in the United States and in their local community. Additionally, students will study the basic functions of local, state and federal government and the impact on their lives as citizens of the United States.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to develop aptitudes and abilities in the following components:

- Differentiate between events that happened long ago and yesterday
- Demonstrate competency in map skills
- Explain basic practices in government institutions in the United States and other countries
- Understand basis economic concepts
- Understand the significance of individual actions and character by recognizing the actions of heroes from long ago

Science

Students in second grade are expected to demonstrate grade appropriate proficiency in developing and using models (as outline in the NGSS), planning and carrying out investigations, analyzing and interpreting data, engage in argument and communicate information.

Goals:

- *To use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.*

The science program will involve simple experimentation and investigations. The program will focus upon three areas: A) Life Science—plants, interdependent relationships in Ecosystems; B) Earth Science— processes that shape the earth including natural disasters such as volcanic eruptions, earthquakes and erosion; C) Physical Sciences—structure and properties of matter, classify materials by their observable properties and test materials to determine its properties.

Grade Two Performance Expectations

2-PS1 Matter and its Interactions

- 2PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4 Biological Evolutions: Unity and Diversity

- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS1-1 Earth's Place in the Universe

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly

2-ESS2 Earth's Systems

- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water form changing the shape of the land.
- 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

The Arts

♦ Dance

We will continue our focus upon the study, practice, and performance of different styles of dance. In addition, the creative movement classes will encourage students to explore the use of

space through various forms of movement. Concepts of pulse, tempo, and rhythm will be incorporated in the dance units. Students will be exposed to various performances at school assemblies and on field trips.

♦ Music

Students will be given the next level of exercises in melody, harmony, rhythm, texture, form, dynamics and timbre. Emphasis on improvisation, composition, and arrangement of music will continue. Sight-reading will continue and students will be exposed to more demanding echo work and sight-clapping of rhythms. Classroom listing, field trips and concerts, and assemblies will be a part of every child's life at school.

♦ Theater

Students will balance simple group improvisations with set exercises. They will use their bodies to move as objects, animals or people they have observed. Students will perform scenes and plays, which will also enhance language skills. Students will create their own stories and plays that will be videotaped, evaluated, and refashioned. Students will attend plays and assembly performances.

♦ Visual Arts

Students will be presented with new techniques and challenges to capture what they see and feel in life. Individual creativity will be encouraged as students explore art forms from around the world and discover how art is influenced by cultural differences. Students will continue visits to galleries, museums, and films about artists. The art forms of many different world cultures will be presented to the students.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- **Art History -** Students will know that cultures have influenced the way artwork is made through history. They will identify specific works belonging to cultures and places.
- **Artistic Perception:** Students will describe and interpret a piece of art in terms of subject matter and cultural significance.
- **Aesthetics:** Students will understand that artists create both functional and fine art and know that human and cultural experiences influence art.
- **Creative Expression** Students will apply, refine, and demonstrate skills in painting (color moods) clay (coil), printmaking, and multi-media techniques (collage, assemblage). Demonstrate understanding of how to use tools in a safe and responsible manner.

Physical Education

In addition to playing sports, we will add dances from new countries, and new concepts in other non-traditional physical education activities such as such as gymnastics, dance, yoga and martial arts. The study of nutrition will be integrated with the science units.

THIRD GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

Third grade begins formal instruction in English Reading and Writing based on the 90/10 Two-Way immersion model. The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction in the target language Spanish. In Third Grade the percentage of academic instruction in Spanish is 60% to 40% English instruction. The ideal goal for third grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program. Students will also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts within the 2-3-complexity band. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons.

- **Reading**

As a basis for strengthening and building upon the literacy development and foundations students will

- Know and apply grade-level phonics and word analysis skills in decoding words by identifying and knowing the meaning of the most common prefixes and derivational suffixes
- Decode word with common Latin suffixes and multisyllabic words
- Read a wide range of literary texts that describe or teach a lesson
- Describe characters in a story and how their actions contributed to events
- Read a wide range of informational texts about history, social studies, or science and answering questions about what they learned
- Refer to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Compare and contrast important points and key details presented in a topic
- Learn the rules of spoken and written language
- Learn and use new words, including words related to specific subjects (such as science words)
- Engage in a range of collaborative discussions in multiple settings and modalities including one on one, small and whole group within a range of grade level topics. Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others

- Give a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Gathering information from books, articles, and online sources to build understanding of a topic

Students will work to expand their comprehension by building their vocabularies. They will understand content words and be able to identify the definition of multiple meaning words from sentence content. They will also use synonyms, root words, antonyms, homophones, homographs, prefixes and suffixes to determine the meaning of words. Additionally, students will use a dictionary to determine the meaning of words.

In the English grammar program, students will be formally introduced to digraphs and diphthongs, and decoding multi-syllabic and compound words. Students will work with contractions and use plurals, word endings reflecting tense and singular possessives correctly. There will be a strong emphasis on non-transferable skills (for example, sounds and spelling patterns that exist in English that do not exist in Spanish).

Through our study of literature, students will build on the knowledge of plot, chronology, characterization and setting. They will look in a story for details that support the main idea and events leading to the resolution of a story's conflict. They will identify the narrator and compare characters using personality traits. Students will use the library both to locate books, etc., to read for pleasure and as a research tool. They will learn how to locate reference materials and select materials of personal interest.

- **Writing**

Goals:
In writing, students will continue to strengthen their writing across text types and purposes. As a basis for this, students will:

- Write opinion papers over extended periods of time that support a point of view with reasons, while maintaining a sound organizational structure and using linking words and a concluding statement
- Write informative/explanatory papers over extended periods of time that introduce a topic and group related information, develop the topic with facts, definitions and details, incorporate linking words and phrases, and include a concluding statement
- Write stories with dialogue and descriptions of character's actions, thoughts, and feelings

Students will understand the basic elements of composition. They will select a topic and provide simple supporting facts and details. Students will write short narratives and stories, revising to improve coherence and clarity. Additionally, students will continue to build upon their experience with opinion writing, developing topics with a supporting point of view and specific supporting details. Moreover, students will work on information/explanatory writing by examining a topic and conveying ideas and information clearly.

Students will use appropriate punctuation in this writing (accurate capitalization, quotation marks to indicate speech, abbreviations, and correct paragraph indentation). Students will increase their spelling abilities (300 high-frequency words, silent letters, soft consonant sounds, etc.).

- **Speaking and Listening**

Students' listening and speaking abilities will be enhanced. They will be able to answer questions in complete sentences and read stories and poems aloud with greater accuracy and fluency.

Goals:

- To engage in a range of collaborative discussions in multiple settings and modalities including one on one, small and whole group within a range of grade level topics.

Mathematics

Mathematical instruction in Grade Three will focus primarily on students building their concept of numbers and developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers.

Goals:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers
- Measuring weights and volumes and solving word problems involving these measurements

Students will keep a mathematical journal to record and organize the skills they have learned, using it at future times for reference and comparison.

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>3.MP.1. Make sense of problems and persevere in solving them.</u>

In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

3.MP.2. Reason abstractly and quantitatively.

Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.

3.MP.3. Construct viable arguments and critique the reasoning of others.

In third grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

3.MP.4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

3.MP.5. Use appropriate tools strategically.

Third graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles.

3.MP.6. Attend to precision.

As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

3.MP.7. Look for and make use of structure.

In third grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to multiply and divide (commutative and distributive properties).

3.MP.8. Look for and express regularity in repeated reasoning.

Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students may use the distributive property as a strategy for using products they know to solve products that they don't know. For example, if students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 and then multiply 5 x 8 and 2 x 8 to arrive at 40 + 16 or 56. In addition, third graders continually evaluate their work by asking

themselves, “Does this make sense?

Technology

Technology in Grade Three focuses primarily on mastery of word processing skills and expanding upon strategies for the safe use of computers. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful emails. Students reflect on how they can build and strengthen positive online communication and communities.

Goals:

- Highlight text, copy and paste text
- Copy and paste images within the documented from outside sources
- Insert and size a graphic in a document
- Understand the function of keywords and keyword searches.
- Learn a step-by-step procedure for selecting suitable keywords.
- Apply their chosen keywords to find the information they are looking for on the Internet.
- Explain and demonstrate compliance with classroom and school rules regarding responsible use of computers and networks
- Understand the functions of passwords.
- Identify strategies for creating and protecting secure passwords.
- Create their own secure passwords
- Recognize the importance of tone in both face-to-face and online communications
- Compare and contrast the format of letter writing to that of writing emails.
- Compare and contrast how they are connected to different people and places, in person and on the Internet.
- Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.

Social Studies

Continuity and change are the central concepts for the third grade social studies. Comparative studies of the neighborhood, cities, countries, and continents, and core cultural and multicultural units provide similar, yet contrasting, context for developing these themes.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to

- Understand the various physical and geographic maps as a way to organize information about people, places and the environment
- Describe the American Indian nations of their local region
- Draw historical and community resources to organize historical events and discuss the impact of each period of settlement
- Understand the significance of rules and laws in their daily lives
- Understand basic economics of their local region

Science

Students in third grade are expected to demonstrate grade appropriate proficiency in developing and using models (as outline in the NGSS), planning and carrying out investigations, analyzing and interpreting data, engage in argument and communicate information.

Goals:

- *To use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.*

.

In our Life Sciences students will learn about inheritance and variation of traits; in Earth Science programs, students will learn about weather patterns and climate changes in different regions of the earth by representing data in tables and graphs to display typical weather conditions during a season; in Physical Science students will learn about balanced and unbalanced forces, determine cause and effect relationships between two objects as they come into contact with each other.

Grade Three Performance Expectations

3 PS2 Motion and Stability: Forces and Interactions

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

3-LAS1 From Molecules to Organisms: Structures and Processes

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS2 Ecosystems: Interactions, Energy, and Dynamics

- 3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS3 Heredity: Inheritance and Variation of Traits

- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4 Biological Evolution: Unity and Diversity

- 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms

and the environments in which they lived long ago.

- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3 – ESS2 Earth's Systems

- 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS3 Earth and Human Activity

- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

The Arts

♦ Dance

We will continue to focus on the study and performance of multicultural dances. We will emphasize more complex dances, including the historical and cultural importance of the dances. Students will also continue to explore improvisational and expressive movement and will attend performances that incorporate multicultural dance.

♦ Music

The skills and techniques built in the second grade of learning music will be continued and expanded. Students will learn increasingly complex and lengthy rhythm patterns and sequences. Listening to a variety of music (classical, contemporary, jazz, multicultural) will become a more significant part of the third grade music class, and will include discussion of the different musical genres. Students will be given the opportunity to play instruments and sing during school-wide performances.

♦ Theater

Students will continue to perform brief improvisational scenes, as well as develop lengthier performance pieces. They will work to speak and move in a manner suitable to the character they are portraying. Students will also learn about stage sets. More advanced theater terminology will be added to their vocabularies. Students will continue to attend performances at local theaters, at school assemblies, and view performances on film.

♦ Visual Arts

Students will expand talents and techniques from second grade as they continue to utilize varied media to recreate their impressions of scenes from their lives. Projects will be both two- and three-dimensional. Students will view artworks by artists of many cultures and discuss the

differences and commonalties in the works. Additionally, student will explore the world around them through an artistic lens by developing a greater appreciation for nature and its influence on artists throughout time and across cultures. Students will be encouraged to display their work throughout the school and will visit galleries and museums.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- **Art History** Students will demonstrate understanding of art as a reflection of nature through the study of artists and art styles.
- **Artistic Perception** Students will describe artwork using appropriate vocabulary and art elements. Demonstrate understanding of fact vs. opinion in relation to the critical process.
- **Aesthetics** Students will express and verbally share a variety of responses to specific artworks.
- **Creative Expression** Students will apply, refine, and demonstrate skills in hand building (clay), painting (wash, color mixing), and drawing (sketch, contour) techniques. Learn how to prepare artwork for display (mount, title, signature) Demonstrate understanding of how to use tools in a safe and responsible manner.

Physical Education

In addition to body conditioning and sports, we will add dances from new countries and new concepts in gymnastics and martial arts. We will continue standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts. The study of nutrition will be integrated with the science units.

FOURTH GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction the target language Spanish. In Fourth Grade, the percentage of academic instruction in Spanish is 50% to 50% English instruction. The ideal goal for first grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program and demonstrate academic competency in both languages. Students also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

In grade four, students will continue to build important reading, writing, speaking, and listening skills. An important aspect of this reading transition, students will engage in reading as a way to

extract information and begin making literary analysis. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information.

- **Reading**

As a basis for solidifying literacy development and demonstrating an increasing competency in reading students will

- Know and apply grade level phonics and word analysis in decoding increasingly challenging words by using methods such as letter sound correspondence, syllabication patterns and morphology such as roots and affixes as a way to read in and out of context
- Read on level text in the 4-5 text complexity band proficiency with purpose and understanding
- Identifying the theme or main idea of a story, play, or poem
- Compare stories from different cultures
- Explain how an author uses facts, details, and evidence to support their points
- Read and understand information presented in charts, graphs, timelines, and other illustrations
- Learn the rules of spoken and written English
- Learn and use new words, including words related to specific subjects (such as science words)
- Participate in collaborative class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly

Skill acquisition will continue to focus on vocabulary, phonics, grammar, and comprehension strategies. The literature will continue our balance of reading traditional children's classics with looking at contemporary children's stories, with an emphasis on multicultural settings. Vocabulary will be drawn from the literature, from all the other subject areas (including the arts). Literature will also range from fiction to non-fiction (biography) to poetry. Various techniques of writers will be explored in each area. Research skills will further be developed through several organized and guided trips to the library.

- **Writing**

In writing, students will continue to strengthen their writing across text types and purposes. As a basis for this, students will

- Write opinion papers over extended periods of time supporting a point of view with reasons and information while introducing a topic or text clearly and with a sound organizational structure.
- Write real or imagined stories using technique, descriptive details and sequence, and orienting the reader by establishing a situation. Transitional words and dialogue will be included in these pieces.
- Writing informative/explanatory pieces to examine a topic to clearly convey ideas and information while introducing a topic, linking ideas, developing the topic with facts, concrete details, quotations

□ **Speaking and Listening**

Students in fourth grade will effectively engage in a range of collaborative discussions in a variety of settings including one to one, whole group and small group with several partners while building on others' ideas and expressing their own with clarity.

Goals:

- Demonstrate a level of preparation to explicitly draw on that preparation to explore ideas during discussion.
- Follow agreed upon rules for discussion
- Pose and respond to specific questions to clarify or follow up on information that is unclear
- Contribute to discussions by adding information or ideas or review the ideas of others.

Mathematics

Mathematical instruction in Grade Four will focus primarily on addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions and start to understand the relationship between fractions and decimals.

Goals:

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equal fractions
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- Locating decimals on a number line
- Comparing decimals and fractions using the symbols > (more than), = (equal to), and < (less than)
-

Students will use math journals to plan and organize data, show their work, and discuss strategies.

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>4.MP.1. Make sense of problems and persevere in solving them.</u>

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for

ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

4.MP.2. Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quality to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.

4.MP.3. Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

4.MP.4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

4.MP.5. Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper or a number line to represent and compare decimals and protractors to measure angles. They use other measurement tools to understand the relative size of units within a system and express measurements given in larger units in terms of smaller units.

4.MP.6. Attend to precision.

As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

4.MP.7. Look for and make use of structure.

In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as tree diagrams and arrays to the multiplication principal of counting. They generate number or shape patterns that follow a given rule.

4.MP.8. Look for and express regularity in repeated reasoning.

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

Technology

Technology in Grade Four focuses primarily on gaining experience using technology to research, gather information, communicate ideas, and collaborate with peers. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens. Additionally, students consider that they may encounter online messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.

Goals:

- Use age appropriate technologies to locate, collect, organize up to date content and/or primary source information from media collection for specific purposes
- Perform basic searches on databases to locate information
- Identify and analyze the purpose of a media message (e.g. to inform, persuade, and entertain)
- Create as series of slides and organize them to present research or convey an idea
- Work collaboratively online with other students under teacher supervision
- Express understanding through multimedia
- Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas and publish and present new findings
- Reflect upon their offline responsibilities.
- Examine their online responsibilities.
- Learn that good digital citizens are responsible and respectful in the digital world (and beyond).
- Empathize with those who have received mean and hurtful messages.
- Judge what it means to cross the line from harmless to harmful communication online.
- Generate solutions for dealing with cyber bullying.

Social Studies

Students study the State of California, including its geography, ecology and history with special consideration of its rich, multi-ethnic heritage developed by waves of successive immigrants.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to:

- Demonstrate an understanding of the physical and geographic feature of California
- Describe the social, political, cultural and economic life and interactions of California ranging from pre-Columbian societies to the Mexican Rancho periods
- Explain the socio-economic and political impact of events such as the establishment of the Bear Flag Republic all the way through statehood
- Explain the impact of agricultural and industrial industries on California's economy, political and cultural development since the 1850s
- Understand local, state, and federal governments, per the U.S. Constitution

Science

Students in fourth grade are expected to demonstrate grade appropriate proficiency in developing and using models (as outline in the NGSS), planning and carrying out investigations, analyzing and interpreting data, engage in argument and communicate information.

Goals:

- *To use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.*
- *To design and build models to represent scientific cross cutting concepts in science, engineering and math.*

In Physical Science students will use evidence to construct an explanation relating the speed and energy of those objects, while predicting outcomes about changes in energy. They will also study waves and information by developing models to describe patterns in amplitude and wavelength. Lastly, in Life Science, students will study structures of plants and animals and describe the various ways they process information in brain function.

Grade Four NGSS Performance Expectations

- <u>4-PS3 Energy</u>
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- 4-PS3-4. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

<u>4-PS4 Waves and their Applications in Technologies for Information Transfer</u>

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the

eye allows objects to be seen.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-LS1 From Molecules to Organisms: Structures and Processes

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

4-ESS1 Earth's Place in the Universe

- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2 Earth's Systems

- 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3-1 Earth and Human Activity

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

The Arts

♦ Dance

We will progress to more intricate forms of multicultural dances. We will also develop 'dance stories' growing out of the literature programs in which students will create group choreographic scenes. Students will learn to apply musical concepts of double and triple meter to movement and dance forms, such as the waltz, fox trot, etc. Students will also discuss the body in relation to health, nutrition, rest, and protection from physical injury. Field trips and assemblies will be part of the curriculum.

♦ Music

Students will develop an increasingly sophisticated knowledge of melody, meter, harmony, and orchestration through ensemble experience and performance. We will continue teaching improvisation and composition, as well as sight singing and sight-reading. Students are now learning to read simple melodies in both the treble and bass clefs at sight. Assemblies, field trips, and concerts are important in widening the students' vision of what is possible in the world.

♦ Theater

The theater program will emphasize various skills: students using their voice to convey mood, character, and emotion in recounting personal experiences and stories. Scenes will grow out of

the literature and out of students' personal stories. Field trips, assemblies, and attendance at professional theatrical productions will continue.

♦ Visual Arts

Students will use a variety of techniques and media to illustrate their observations of the environment in which they live. Their visual arts vocabulary will be expanded through design and image techniques, through field trips to museums and galleries, and through related topics in the traditional and multicultural programs. Students will understand that a person's own cultural point of view may influence responses to a work of art. Cross-curricular connections will be made as students discuss the content of CA history and its connection to artwork from various cultures.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- Art History Students will describe artworks and art objects in relation to the time and place in which it was made. Know that CA artists have made significant contributions to the art world.
- Artistic Perception Students will interpret artworks based on information they have gathered about the work as well as their own personal views.
- Aesthetics Students will appreciate and describe the importance of a work or art in relation to the historical and cultural context of the piece.
- Creative Expression Students will apply, refine, and demonstrate skills in sculpture, painting, and drawing (creating value, perspective) techniques. Utilize Art Elements : Line, Shape, Form, Texture, Space Demonstrate understanding of how to use tools in a safe and responsible manner.

Physical Education

Students will have an opportunity to focus on areas of strength. We will continue standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts.

FIFTH GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through instruction the target language Spanish. In Fifth Grade, the percentage of academic instruction in Spanish is 50% to 50% English instruction. The ideal goal for first grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program

and demonstrate academic competency in both languages. Students also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information.

□ **Reading**

As a basis for solidifying literacy development and demonstrating an increasing competency in reading students will

- Know and apply grade level phonics and word analysis in decoding increasingly challenging words by using methods such as letter sound correspondence, syllabication patterns and morphology such as roots and affixes as a way to read in and out of context
- Read on level text in the 4-5 text complexity band proficiency with purpose and understanding
- Determine the theme of a story, play, or poem, including how characters respond to challenges
- Compare and contrast stories that deal with similar themes or topics
- Explain how authors use reasons and evidence to support their points or ideas
- Draw on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learn the rules of spoken and written language
- Learn and use new words, including words related to specific subjects (such as science words)
- Understand and use figurative language
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order

The skills at the fifth grade level will continue several emphases: vocabulary development (roots, content words from the literature and key multicultural word lists); grammar and structure; comprehension techniques; and various elements of literature—adding items such as point of view, theme, genre and various terms specific to poetry, fiction and non-fiction.

□ **Writing**

In writing, students will continue to strengthen their writing across text types and purposes. As a basis for this, students will

- Write opinion papers over extended periods of time on topics or texts, supporting a point of view with reasons and information by introducing a topic clearly, stating an opinion, providing logically orders reasons with support, linking ideas and providing concluding statements.

- Write narrative pieces that develop real or imagined experiences by using effective technique, descriptive details and clear sequences while orienting the reader, employing the use of dialogue, and transitional words.
- Write information/explanatory text to examine topics and convey ideas and information clearly by introducing and developing the topic, using quotations, precise language and domain specific vocabulary, and closing with a relevant concluding statement.

□ **Speaking and Listening**

Students in fifth grade will effectively engage in a range of collaborative discussions in a variety of settings including one to one, whole group and small group with several partners while building on others' ideas and expressing their own with clarity.

Goals:

- Demonstrate a level of preparation to explicitly draw on that preparation to explore ideas during discussion.
- Follow agreed upon rules for discussion
- Pose and respond to specific questions to clarify or follow up on information that is unclear
- Contribute to discussions by adding information or ideas or review the ideas of others.

Mathematics

Mathematical instruction in Grade Five will focus primarily on students build their understanding of the place value system and adding, subtracting, and multiplying fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure.

Goals:

- Quickly and accurately multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two digit numbers
- Using exponents to express powers of 10
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses.
- Adding and subtracting fractions with unlike denominators by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>5.MP.1. Make sense of problems and persevere in solving them.</u>

Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and

measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

5.MP.2. Reason abstractly and quantitatively.

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.

5.MP.3. Construct viable arguments and critique the reasoning of others.

In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

5.MP.4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

5.MP.5. Use appropriate tools strategically.

Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.

5.MP.6. Attend to precision.

Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.

5.MP.7. Look for and make use of structure.

In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

5.MP.8. Look for and express regularity in repeated reasoning.

Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

Technology

Technology in Grade Five builds upon the prior years experiences using technology to research, gather information, communicate ideas, and collaborate with peers. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens. Students learn about copyright and fair use by reflecting on their responsibilities and rights as creators in the online spaces where they consume, create, and share information.

Goals:

- Work collaboratively online with other students under teacher supervision
- Access up to date/primary sources
- Express understanding through multimedia
- Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas and publish and present new findings
- Create projects that use text and various forms of graphics, audio, and video
- Create, edit, and format text on a slide
- Define plagiarism and describe its consequences.
- Explain how giving credit is a sign of respect for people's work.
- Articulate when it is acceptable to use people's work, and how to write a citation.
- Explain the value of giving proper citations.
- Create MLA style citations for online articles and professional sites.
- Compare and contrast their responsibilities to their offline and online communities.
- Reflect on the characteristics that make someone an upstanding citizen.
- Devise resolutions to digital dilemmas

Social Studies

The fifth grade program begins the sequence on American History. The fifth grade focuses on the development of our nation to 1870. American ideals of freedom and the protection of human rights are key concepts for the investigations.

As a basis for this, units of study will follow the grade level History/Social Science content standards that will allow students to

- Describe major pre-Columbian settlements across the United States
- Trace the routes of early explorers and describe early exploration
- Describe the cooperation and conflict among American Indians, Indian Nations, and new settlers
- Understand political, religious, social and economic institutions that surges during the colonial era
- Explore the causes of the American Revolution
- Trace the course and consequences of the American Revolution
- Describe the contributing factors that led to the development of the U.S. Constitution and the eventual foundation of the American Republic
- Trace the colonization and immigration patters of people from the 18th and early 19th century

Science

Students in fifth grade are expected to demonstrate grade appropriate proficiency in developing and using models (as outline in the NGSS), planning and carrying out investigations, analyzing and interpreting data, engage in argument and communicate information.

Goals:

- *To use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.*
- *To design and build models to represent scientific cross cutting concepts in science, engineering and math.*

In Physical Science, students will continue to build on their knowledge about the structures and properties of matter by making observations and measurements to identify materials based on their properties. In Life Science students will use models to describe and understand the role of energy in replenishing living organisms and to determine the movement of mater among plants.

Grade Five NGSS Performance Expectations

<u>5 PS1 Matter and Its Interactions</u>

- 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

<u>5-PS-2 Motion and Stability: Forces and Interactions</u>

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3 Energy

- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

5-LS1 From Molecules to Organisms: Structures and Processes

- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2 Ecosystems: Interactions, Energy, and Dynamics

- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS1 Earth's Place in the Universe

- 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

5-ESS2 Earth's Systems

- 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3 Earth and Human Activity

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

The Arts

♦ Dance

Various elements of music (pulse, tempo, rhythm) will become more complex. Students will engage in group problem-solving and choreographed solutions. Students will observe and discuss historical dance styles and forms in performance and on film.

♦ Music

Students learn more demanding scales. Students will learn to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. Singing and recorder playing and performance will continue and grow.

♦ Theater

The fifth grade will work toward a full-length production of a play. All of the elements of acting and production will be part of this major effort. The play will be performed for other organizations and for the parents.

♦ Visual Arts

The range and variety of media and materials will expand, and the fifth grade students will work toward an Exhibit." The elements of a show will be studied all year - theme, selection, arrangement and display, publicity, timetable, etc.

The range and variety of media and materials will expand, and the fifth grade students will work towards developing an understanding of art across the ages through the context of art history. As a basis for this, students will learn why and how art has been made, and that art is a reflection of all civilizations throughout time.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- Art History Students will recognize that art is a record of history. Identify and compare works of art from various regions of the United States.
- Artistic Perception - Students will identify and describe the principles of design in selected artworks.
- Aesthetics Students will identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
- Creative Expression Students will apply, refine, and demonstrate skills in sculpture (assemblage), painting, and drawing (shading, perspective, cross contour) techniques. Utilize Art Elements : Line, Shape, Form, Texture, Space. Demonstrate understanding of how to use tools in a safe and responsible manner.

Physical Education

Fifth grade will be an expansion of the previous year with a growing emphasis on skills, participation, and team work. We will continue standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts.

MIDDLE SCHOOL GRADES

SIXTH GRADE – SEVENTH GRADE – EIGHTH GRADE

Two-Way Bilingual Immersion or Dual Language Instruction

The program develops bilingualism and bi-literacy in Spanish and in English. This is achieved through initial instruction in Spanish language working toward an equal and balanced language

instruction. In Sixth - Eighth Grade, the percentage of academic instruction in Spanish is 50% to 50% English instruction. The ideal goal for first grade classes is maintaining a distribution of 50% English Only (EO) students and 50% English Language Learner (ELL) students, not exceeding a 30%/70% ratio for any language. Any new incoming students should fit into this ratio goal and should ideally come from a dual immersion program and demonstrate academic competency in both languages. Students also emerge competent in multiculturalism through the understanding of different cultures and development of high self-esteem.

Language Arts

Sixth Grade

In grade six, students will regularly engage in reading a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by citing textual evidence, answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis.
As a basis for demonstrating an increasing competency in reading, analyzing, and critically evaluating various text types students will

- Provide detailed summaries of texts
- Determine the theme of a text and how it is conveyed
- Describe how a particular story or play unfolds and how characters respond to plot developments
- Use a range of reading strategies to determine the meaning of unknown words as they are used in a text
- Compare and contrasting various texts, including poems, stories, and historical novels
- Understand the figurative and connotative (implied) meaning of words and phrases
- Identify and evaluating specific claims or arguments in a text
- Support written claims or arguments with clear reasons by citing relevant evidence to support analysis of what the text says explicitly as well as inferences
- Participate in class discussions about various texts and topics

In writing, students will continue to strengthen their writing skills and techniques across writing types and purposes. As a basis for this, students will

- Produce clear and coherent writing appropriate to the task, purpose, and audience
- Write arguments to support claims with reasons and evidence
- Conduct short research projects that inform or examine a topic to answer a question, and convey ideas while drawing on several sources.
- Develop a thesis statement establishing and maintain a formal style of writing.

Seventh Grade

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles.

As a basis for demonstrating an increasing competency in reading, analyzing, and critically evaluating various text types students will

- Analyze how the form or structure of a play or poem contributes to its meaning
- Analyze how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determine how an author develops and contrasts the points of view of different characters or narrators in a text
- Engage in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others
- Identify a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Use clues such as word roots or add-ons to a word (such as the pre x *hyper–*, which means 'excessive' in the words *hyperactive* and *hypersensitive*) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text

In writing, students will continue to strengthen their writing skills and techniques across a range of writing types and purposes. As a basis for this, students will

- Write to inform/explain by examining a topic to convey ideas, concepts, and information through a careful analysis of relevant content while including a thesis statement that clearly previews what's to follow in a formal style.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and sound organizational structure and sequence.
- Write arguments to support claims with clear reasons, credible sources and evidence while acknowledging and addressing opposing claims and counterarguments.

Eighth Grade

In grade eight, students will read major works of fiction and non-fiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text.

As a basis for demonstrating an increasing competency in reading, analyzing, and critically evaluating various text types students will

- Identify what a reading selection explicitly says and drawing inferences based on evidence from the text
- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Connect information and ideas efficiently and e effectively in writing
- Analyze the purpose of information presented in diverse media formats, such as video clips or interactive maps
- Participate in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others

- Develop a large vocabulary of multi-use academic words and phrases
- Interpreting figures of speech, such as puns or verbal irony, in context

In writing, students will continue to strengthen and master writing skills and techniques across a range of writing types and purposes. As a basis for this, students will

- Write to inform/explain by examining a topic to convey ideas, concepts, and information through a careful analysis of relevant content while including a thesis statement that clearly previews what's to follow in a formal style.
- Explore career development documents in their writing
- Write narratives to develop real or imagined experiences by using effective technique, relevant descriptive details and sound organizational structure and sequence by signaling shifts form one time frame or setting to another
- Write arguments to support claims with logical reasoning and relevant evidence by using accurate and credible sources to demonstrate a clear understanding of the topic or text using a formal writing style

Mathematics

All students will have access to grade level mathematics. Additionally, opportunities for advanced mathematics courses, as outlined in the El Sol Middle School pathways, will be available for students who are on that track.

Middle School Requirements for Acceleration					
Grade Level			Teacher Recommendation	Math Report Card Grades Trimester 1, 2, and 3	Placement Test[1]
Grade 5	→	Grade 6 Pre-Algebra (Compacted Math 6 and Math 7)	YES	80%+	80%+
Grade 6 Pre-Algebra (Compacted Math 6 and Math 7)	→	Grade 7 Algebra (Compacted Grade 8 Math and HS Traditional Pathway Algebra)	YES	80%+	80%+
Math 6	→	Accelerated Math 7 (Compacted Math 7 and 1/2 Math 8)	YES	80%+	80%+
Accelerated Math 7 (Compacted Math 7 and 1/2 Math 8)	→	Grade 8 Algebra (Compacted Math 8 and Traditional Pathway Algebra)	YES	80%+	80%+
Grade 7 Algebra (Compacted Grade 8 Math and Traditional Pathway Algebra)	→	Grade 8 Geometry (HS Traditional Pathway Geometry)	YES	80%+	80%+

1 Placement Test. As a predictor of the students' likely academic success, the placement test will include items, which cover content that will be skipped if acceleration occurs.

Middle School Requirements for Bridging					
Grade Level			Teacher Recommendation	Math Report Card Grades Trimester 1 (if available)	Placement Test [1]
Math 6	→	Grade 6 Pre-Algebra (Compacted Math 6 and Math 7)	YES	80%+	80%+
Math 7	→	Accelerated Math 7 (Compacted Math 7 and 1/2 Math 8)	YES	80%+	80%+
Accelerated Math 7 (Compacted Math 7 and 1/2 Math 8)	→	Grade 7 Algebra (Compacted Grade 8 Math and HS Traditional Pathway Algebra)	YES	80%+	80%+
Grade 8 Algebra (Compacted Math 8 and Traditional Pathway Algebra)	→	Grade 8 Geometry (HS Traditional Pathway Geometry)	YES	80%+	80%+

1. **Placement Test.** As a predictor of the students likely academic success, the placement test will include items which cover content that will be skipped if acceleration occurs.

Students in Sixth, Seventh, and Eighth grade will develop their mathematical thinking and reasoning working towards mastery of the Eighth Grade Common Core State Standards for college and career readiness. Strategic use of technology will assist students in forming and testing conjectures, creating graphs and data displays, and using geometric software to aid in three-dimensional visualization.

MATH 6

Mathematical instruction in Math 6 will focus primarily on students' understanding the concept of rates and ratios, accurately dividing multi-digit whole numbers, and accurately computing all four operations with multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers and write and solve equations when solving multi-step word problems.

Goals:

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them
- Building on knowledge of multiplication and division to divide fractions by fractions

- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents
- Identifying and writing equivalent mathematical expressions by applying the properties of operations.
- Representing and analyzing the relationships between independent and dependent variables
- Solving problems involving area and volume

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

6.MP.1. Make sense of problems and persevere in solving them.

In grade 6, students solve problems involving ratios and rates and discuss how they solved them. Students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

6.MP.2. Reason abstractly and quantitatively.

In grade 6, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

6.MP.3. Construct viable arguments and critique the reasoning of others.

In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.

6.MP.4. Model with mathematics.

In grade 6, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students begin to explore covariance and represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities. They use measures of center and variability and data displays (i.e. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different

representations. They should be able to use all of these representations as appropriate to a problem context.

6.MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 6 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures.

6.MP.6. Attend to precision.

In grade 6, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations or inequalities.

6.MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (i.e. $6 + 2x = 2 (3 + x)$ by distributive property) and solve equations (i.e. $2c + 3 = 15$, $2c = 12$ by subtraction property of equality; $c=6$ by division property of equality). Students compose and decompose two- and three-dimensional figures to solve real world problems involving area and volume.

6.MP.8. Look for and express regularity in repeated reasoning.

In grade 6, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $a/b \div c/d = ad/bc$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between covariance, rates, and representations showing the relationships between quantities.

Pre-Algebra (Compacted Math 6 and Math 7)

Pre-Algebra instruction will compact the Math 6 and Math 7 curriculum focusing on students' understanding the concept of rates and ratios while using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will accurately compute all four operations with multi-digit decimals and work on gaining automaticity in solving multi-step problems involving positive and negative rational numbers. Students will expand their knowledge of geometry and apply properties of operations to solve real world problems involving multi-dimensional objects.

Goals:

- The complex number system includes real numbers and imaginary numbers

- Quantitative reasoning is used to make sense of quantities and their relationships in problem situations
- Functions model situations where one quantity determines another and can be represented algebraically, graphically, and using tables
- Quantitative relationships in the real world can be modeled and solved using functions
- Expressions can be represented in multiple, equivalent forms
- Solutions to equations, inequalities and systems of equations are found using a variety of tools
- Visual displays and summary statistics condense the information in data sets into usable knowledge
- Statistical methods take variability into account supporting informed decisions making through quantitative studies designed to answer specific questions
- Probability models outcomes for situations in which there is inherent randomness
- Objects in the plane can be transformed, and those transformations can be described and analyzed mathematically
- Concepts of similarity are foundational to geometry and its applications
- Objects in the plane can be described and analyzed algebraically
- Attributes of two- and three-dimensional objects are measurable and can be quantified
- Objects in the real world can be modeled using geometric concepts

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MP.1. Make sense of problems and persevere in solving them.

In grade 6, students solve problems involving ratios and rates and discuss how they solved them. Students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

MP.2. Reason abstractly and quantitatively.

In grade 6, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3. Construct viable arguments and critique the reasoning of others.

In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.

MP.4. Model with mathematics.

In grade 6, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students begin to explore covariance and represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities. They use measures of center and variability and data displays (i.e. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 6 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures.

MP.6. Attend to precision.

In grade 6, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations or inequalities.

.MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (i.e. $6 + 2x = 2\ (3 + x)$ by distributive property) and solve equations (i.e. $2c + 3 = 15$, $2c = 12$ by subtraction property of equality; $c=6$ by division property of equality). Students compose and decompose two- and three-dimensional figures to solve real world problems involving area and volume.

MP.8. Look for and express regularity in repeated reasoning.

In grade 6, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $a/b \div c/d = ad/bc$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between covariance, rates, and representations showing the relationships between quantities.

SEVENTH GRADE

MATH 7

Mathematical instruction in Math 7 will build on students prior knowledge to further develop their understanding of rates and ratios while using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will also work on gaining automaticity in solving multi-step problems involving positive and negative rational numbers. Students will expand their knowledge of geometry and apply properties of operations to solve real world problems involving multi-dimensional objects.

Goals:

- Determining whether two quantities are in a proportional relationship and using knowledge of rates, ratios, proportions, and percentages to solve multi-step problems
- Identifying the unit rate of change in tables, graphs, equations, and verbal descriptions
- Calculating the unit rates associated with ratios of fractions, including quantities measured in different units
- Solving problems using equations to find the value of one missing variable
- Applying the properties of operations to generate equivalent mathematical expressions
- Solving multi-step word problems by adding, subtracting, multiplying, and dividing positive and negative rational numbers
- Converting rational numbers to decimals using long division
- Describing situations in which positive and negative quantities combine to make 0
- Finding the area of two-dimensional objects and the volume and surface area of three-dimensional objects

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

7.MP.1. Make sense of problems and persevere in solving them.

In grade 7, students solve problems involving ratios and rates and discuss how they solved them. Students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

7.MP.2. Reason abstractly and quantitatively.

In grade 7, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

7.MP.3. Construct viable arguments and critique the reasoning of others.

In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box

plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?". They explain their thinking to others and respond to others' thinking.

7.MP.4. Model with mathematics.

In grade 7, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students explore covariance and represent two quantities simultaneously. They use measures of center and variability and data displays (i.e. box plots and histograms) to draw inferences, make comparisons and formulate predictions. Students use experiments or simulations to generate data sets and create probability models. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

7.MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 7 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms.

7.MP.6. Attend to precision.

In grade 7, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates, ratios, probability models, geometric figures, data displays, and components of expressions, equations or inequalities.

7.MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2x = 2 (3 + x)$ by distributive property) and solve equations (i.e. $2c + 3 = 15$, $2c = 12$ by subtraction property of equality; $c=6$ by division property of equality). Students compose and decompose two- and three-dimensional figures to solve real world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities.

7.MP.8. Look for and express regularity in repeated reasoning.

In grade 7, students use repeated reasoning to understand algorithms and make generalizations

about patterns. During multiple opportunities to solve and model problems, they may notice that a/b ÷ c/d = ad/bc and construct other examples and models that confirm their generalization. They extend their thinking to include complex fractions and rational numbers. Students formally begin to make connections between covariance, rates, and representations showing the relationships between quantities. They create, explain, evaluate, and modify probability models to describe simple and compound events.

Algebra (Compacted Math 8 and HS Traditional Pathway: Algebra I)

The focus of the Algebra course is to formalize and extend the mathematics that students learned in Math 6 and Math 7. Instruction deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Goals:

- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Extend the properties of exponents to rational exponents.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Create equations that describe numbers or relationships.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Use properties of rational and irrational numbers.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MP.1. Make sense of problems and persevere in solving them.

In grade 7, students solve problems involving ratios and rates and discuss how they solved them. Students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

MP.2. Reason abstractly and quantitatively.

In grade 7, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3. Construct viable arguments and critique the reasoning of others.

In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?". They explain their thinking to others and respond to others' thinking.

MP.4. Model with mathematics.

In grade 7, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students explore covariance and represent two quantities simultaneously. They use measures of center and variability and data displays (i.e. box plots and histograms) to draw inferences, make comparisons and formulate predictions. Students use experiments or simulations to generate data sets and create probability models. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 7 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms.

MP.6. Attend to precision.

In grade 7, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates, ratios, probability models, geometric figures, data displays, and components of expressions, equations or inequalities.

MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2x = 2 (3 + x)$ by distributive property) and solve equations (i.e. $2c + 3 = 15$, $2c = 12$ by subtraction property of equality; $c=6$ by division property of equality). Students compose and decompose two- and three-dimensional figures to solve real world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities.

MP.8. Look for and express regularity in repeated reasoning.

In grade 7, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $a/b \div c/d = ad/bc$ and construct other examples and models that confirm their generalization. They extend their thinking to include complex fractions and rational numbers. Students formally begin to make connections between covariance, rates, and representations showing the relationships between quantities. They create, explain, evaluate, and modify probability models to describe simple and compound events.

EIGHTH GRADE

MATH 8

Mathematical instruction in Math 8 focuses primarily on students using their prior understanding of unit rates and proportional relationships and connecting these concepts to points on a line ultimately using them to solve linear equations. Students will solve linear equations by applying algebraic reasoning along with their knowledge of the properties of operations. Students also expand their understanding of numbers beyond rational numbers to include irrational numbers.

Goals:

- Understanding that every rational number can be written as a decimal, but that the decimal form of an irrational number is both non-repeating and infinite
- Applying the properties of exponents to generate equivalent numerical expressions
- Determining the value of square roots of small perfect squares and cube roots of small perfect cubes
- Graphing proportional relationships and interpreting the unit rate as the slope
- Solving and graphing one- and two-variable linear equations

- Understanding that a function is a rule that assigns to each value of x exactly one value of y, a rule that would yield ordered
- Comparing the properties of two functions represented as a table, graph, equation, or description
- Determining congruence and similarity
- Learning and applying the Pythagorean Theorem (an equation relating the
- lengths of the sides of a right triangle
- Solving problems involving the volume of cylinders, cones, and spheres

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

8.MP.1. Make sense of problems and persevere in solving them.

In grade 8, students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

8.MP.2. Reason abstractly and quantitatively.

In grade 8, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

8.MP.3. Construct viable arguments and critique the reasoning of others.

In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.

8.MP.4. Model with mathematics.

In grade 8, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students solve systems of linear equations and compare properties of functions provided in different forms. Students use scatterplots to represent data and describe associations between variables. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

8.MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 8 may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationships between the angles created by a transversal.

8.MP.6. Attend to precision.

In grade 8, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays.

8.MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. In grade 8, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

8.MP.8. Look for and express regularity in repeated reasoning.

In grade 8, students use repeated reasoning to understand algorithms and make generalizations about patterns. Students use iterative processes to determine more precise rational approximations for irrational numbers. During multiple opportunities to solve and model problems, they notice that the slope of a line and rate of change are the same value. Students flexibly make connections between covariance, rates, and representations showing the relationships between quantities.

Algebra (Compacted Math 8 and HS Traditional Pathway: Algebra I)

The focus of the Algebra course is to formalize and extend the mathematics that students learned in Math 6 and Math 7. Instruction deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Goals:

- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Extend the properties of exponents to rational exponents.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Create equations that describe numbers or relationships.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Use properties of rational and irrational numbers.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MP.1. Make sense of problems and persevere in solving them.

In grade 8, students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

MP.2. Reason abstractly and quantitatively.

In grade 8, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3. Construct viable arguments and critique the reasoning of others.

In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the

thinking of other students. They pose questions like “How did you get that?”, “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.

MP.4. Model with mathematics.

In grade 8, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students solve systems of linear equations and compare properties of functions provided in different forms. Students use scatterplots to represent data and describe associations between variables. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 8 may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationships between the angles created by a transversal.

MP.6. Attend to precision.

In grade 8, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays.

MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. In grade 8, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

MP.8. Look for and express regularity in repeated reasoning.

In grade 8, students use repeated reasoning to understand algorithms and make generalizations about patterns. Students use iterative processes to determine more precise rational approximations for irrational numbers. During multiple opportunities to solve and model problems, they notice that the slope of a line and rate of change are the same value. Students flexibly make connections between covariance, rates, and representations showing the relationships between quantities.

Geometry (HS Traditional Pathway: Geometry)

The focus of this Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

Goals:

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems.
- Make geometric constructions.
- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.
- Apply geometric concepts in modeling situations.
- Apply trigonometry to general triangles.
- Explain volume formulas and use them to solve problems.
- Visualize the relation between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.
- Use coordinates to prove simple geometric theorems algebraically.
- Translate between the geometric description and the equation for a conic section.
- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.
- Translate between the geometric description and the equation for a conic section.
- Use coordinates to prove simple geometric theorem algebraically.
- Apply geometric concepts in modeling situations.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Use probability to evaluate outcomes of decisions.

The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<u>MP.1. Make sense of problems and persevere in solving them.</u>

In grade 8, students solve real world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

<u>MP.2. Reason abstractly and quantitatively.</u>

In grade 8, students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

MP.3. Construct viable arguments and critique the reasoning of others.

In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.

MP.4. Model with mathematics.

In grade 8, students model problem situations symbolically, graphically, tabularly, and contextually. Students form expressions, equations, or inequalities from real world contexts and connect symbolic and graphical representations. Students solve systems of linear equations and compare properties of functions provided in different forms. Students use scatterplots to represent data and describe associations between variables. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate to a problem context.

MP.5. Use appropriate tools strategically.

Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade 8 may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationships between the angles created by a transversal.

MP.6. Attend to precision.

In grade 8, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays.

MP.7. Look for and make use of structure.

Students routinely seek patterns or structures to model and solve problems. In grade 8, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

MP.8. Look for and express regularity in repeated reasoning.

In grade 8, students use repeated reasoning to understand algorithms and make generalizations about patterns. Students use iterative processes to determine more precise rational approximations for irrational numbers. During multiple opportunities to solve and model problems, they notice that the slope of a line and rate of change are the same value. Students

flexibly make connections between covariance, rates, and representations showing the relationships between quantities.

By the end of 8th grade all students will:

- Understand and apply the concepts of ratios and unit rates
- Build on knowledge of multiplication and division to divide fractions by fractions
- Understand that positive and negative numbers are located on opposite sides of 0 on a number line
- Use pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Identify and write equivalent mathematical expressions by applying the properties of operations.
- Represent and analyze the relationships between independent and dependent variables
- Determine whether two quantities are in a proportional relationship and use knowledge of rates, ratios, proportions, and percentages to solve multi-step problems
- Apply the properties of operations to generate equivalent mathematical expressions
- Solve multi-step word problems by adding, subtracting, multiplying, and dividing positive and negative rational numbers in any form
- Find the area of two-dimensional objects and the volume and surface area of three-dimensional objects
- Solve and graph one- and two-variable linear equations

Social Studies

The Sixth through Eighth Grade Social Studies curriculum will follow the goals of the California Content Standards. Students will develop an understanding of historical perspectives and events by analyzing primary and secondary sources so as to identify patterns and trends that impact them today.

In 6th grade students will study the people and events that led to the formation of major Western and non-Western ancient civilizations beginning with an early study of humankind from the Paleolithic era to the agricultural revolutions. Students will explore ancient civilizations such as Mesopotamia, Egypt, Kush, Ancient Greece, India, China, and Rome. Each unit of study will target the geographical, economic, cultural, technological, and political structures of each civilization.

In 7th grade students will study medieval and early modern times as they developed in the years 500-1789. Students will analyze the causes and effects of the expansion and ultimate demise of the Roman Empire, the rise of Islam through the middle ages, the reunification of China under some of its most significant dynasties, and continue with the study of sub Saharan civilizations and Medieval Japan and Europe. Units will conclude with a careful analysis of the diffusion of the Renaissance and the rise of the Reformation period, followed by subsequent political and economic changes through the 18th century.

In 8th grade students will study ideas, issues, and major events from the drafting of the U.S. constitution to World War I, with a key focus on America'constitu Moreover, students will explore the development of American politics, society, culture and economy throughout the various regions of the United States. They will also learn about the challenges that faced the nation during critical periods such as the Civil War and Reconstruction.

Technology

Students in grades Sixth, Seventh, and Eighth Grade will demonstrate mastery in the use of spreadsheets, multimedia, and presentation tools and digital citizenship. Students will understand the acceptable uses of technology, copyright, and plagiarism. Digital citizenship instruction from the K-12 Common Sense Education Digital Citizenship Curriculum helps students learn about the difference between being a passive bystander versus a brave bystander in cyberbullying situations

Strategic use of technology in math course, such as the use of Demos, will assist students in forming and testing conjectures, creating graphs and data displays, and using geometric software to aid in three-dimensional visualization.

Goals:

- Work collaboratively online with other students, teachers, and experts in academic fields
- Access up to date/primary sources
- Express understanding through multimedia
- Use a variety of technologies (e.g. drawing program, presentation software) to communicate and exchange ideas and publish and present new findings
- Explain responsible uses of technology and digital information
- Describe possible consequences of inappropriate use
- Explain Fair Use Guidelines for the use of copyrighted materials
- Demonstrate safe email practices and appropriate email etiquette
- Identify cyberbullying and describe strategies to deal with such a situation
- Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information
- Identify and explain terms and concepts related to spreadsheets
- Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.
- Create a series of slides and organize them to present research or convey an idea
- Reflect on what it means to be brave and stand up for others offline and online.
- Learn to show empathy for those who have been cyberbullied.
- Generate multiple solutions for helping others when cyberbullying occurs.
- Reflect on the benefits and risks of presenting their identities in different ways online.
- Evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.
- Judge whether certain ways people present themselves online are harmless or harmful.
- Learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.
- Recognize that people's online information can be helpful or harmful to their reputation and image.
- Consider their own digital footprints and what they want those footprints to be like in the future.
- Learn about the various ways that students can be cyberbullies
- Adopt the point of view of teens who have been cyberbullied, and offer solutions.

By the end of 8th Grade, all students will demonstrate mastery in the following technology skills:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity
- Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.

Science

Students in middle school will continue their study of the physical, life and earth and space sciences. By the end of middle school, students will have multiple exposures to the engineering design, including defining a problem, developing a possible solution, and improving designs. Additionally, students will use inquiry techniques and scientific thinking process of observing, communicating, comparing, collecting, relating inferring and applying.

By the end of 8th grade students will have developed and understanding in the following core ideas (as outlined in the NGSS):

- **Physical Science**
  - *Structure and Properties of Matter*
  - *Chemical Reactions*
  - *Forces and Interactions*
  - Energy
- **Life Science**
  - Molecules to Organisms: Structures and Processes
  - Interactions, Energy, and Dynamic Relationships in Ecosystems
  - Heredity: Inheritance and Variation of Traits
  - Biological Evolution: Unity and Diversity

- **Earth and Space Science**
  - Space Systems
  - History of the Earth
  - Earth's Systems
  - Weather and Climate
  - Human Impacts

Following is a description of middle school performance expectations with all of the disciplinary core ideas and concepts covered across middle school grades.

<u>MS – ETS1 Engineering Design</u>

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MS-PS1 Matter and Its Interactions

- MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures
- MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society
- MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved
- MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

MS-PS2 Motion and Stability: Forces and Interactions

- MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS3 Energy

- MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4 Waves and Their Applications in Technologies for Information Transfer

- MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

- MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

MS-LS1 From Molecules to Organisms: Structures and Processes

- MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

- MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations
- MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

MS-LS2 Heredity: Inheritance and Variation of Traits

- MS-LS2-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- MS-LS2-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

MS-LS4 Biological Evolution: Unity and Diversity

- MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

MS-ESS1 Earth's Place in the Universe

- MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.
- MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS2 Earth's Systems

- MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

MS-ESS3 Earth and Human Activity

- MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven

distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects
- MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

The Arts

♦ Dance

Various elements of music (pulse, tempo, rhythm) will become more complex. Students will engage in group problem-solving and choreographed solutions. Students will observe and discuss historical dance styles and forms in performance and on film.

♦ Music

Students learn more demanding scales. Students will learn to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. Singing and recorder playing and performance will continue and grow.

♦ Theater

The students will work toward a full-length production of a play. All of the elements of acting and production will be part of this major effort. The play will be performed for other organizations and for the parents.

♦ Visual Arts

At the middle school level each student is encouraged to develop skills and knowledge about art, powers of observation, perceptual and analytical skills, creativity, technical skills and problem solving abilities. Through interactive experiences the student becomes aware of how visual artists record their culture and reflect history while their artwork remains as unique as the individual human experience.

Program Goals

- Develop aesthetic awareness, imagination, perception, appreciation, and cultural understanding.
- Foster creative abilities, self-expression, self-confidence and self-discipline.
- Demonstrate craftsmanship.
- Learn to practice responsibility, work habits and safety procedures.

Student Objectives

- Art History Students will understand art history as a visual record of art from past to present. Increase understanding of cultural diversity through exposure to cultures through reproductions and digital media.

- Artistic Perception Students will describe, analyze, interpret and judge example works of arts including their own. They will be aware that each work of art is a unique expression of the individual.
- Aesthetics Students will observe and respond to art works from several artistic movements.
- Creative Expression Students will create original 2-Dimensional and 3-Dimensional artworks using a variety of media and techniques. Demonstrate technical knowledge and appropriate use of the art elements and principles of design.

Physical Education

Sixth through Eighth grade will be an expansion of the previous year with a growing emphasis on skills, participation, and team work. We will continue standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts.

.

SPECIAL EDUCATION STUDENTS

1. Special Education Program Overview

The following provisions govern the application of special education to El Sol students:
It is understood that all children will have access to El Sol and no student shall be denied admission based solely on disability status.

Pursuant to Education Code Section 47641, El Sol has elected to be deemed a public school of the District for special education purposes.

In accordance with Education Code Section 47646, a charter school that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending El Sol shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District, as the agency that granted the Charter, shall ensure that all children with disabilities enrolled in El Sol receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities Education Improvement Act of 2004 "(IDEIA").

Also in accordance with Education Code Section 47646, as a charter school that is deemed a public school of the District for purposes of special education, El Sol is required to contribute "an equitable share of its charter school block grant funding to support district-wide special education instruction and services, including, but not limited to, special education and instruction and services for pupils with disabilities enrolled in El Sol.

Section 504 and the ADA

Absent specific agreement of the parties to the contrary, El Sol shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504")

and the Americans with Disabilities Act ("ADA") with respect to eligible students. Should El Sol be unable to provide the services necessary to comply with the requirements of Section 504, El Sol may request that the District provide the necessary services, and the District may agree if it so chooses in its sole discretion, at a cost to be negotiated between the District and El Sol separate from the terms of this Charter and/or El Sol may contract with outside service providers at El Sol's sole expense.

El Sol recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student who has a physical or mental impairment that substantially limits a major life activity will be provided reasonable accommodations/modifications, aids and services to ensure equal access to El Sol.

Services

El Sol and the District intend that El Sol will be treated by the District as any other public school in the District with respect to the provision of special education services, including the allocation of duties between El Sol staff and resources and District staff and resources.

Division and Coordination of Responsibility

The District and El Sol agree to allocate responsibility for the provision of services [including but not limited to identification, evaluation, IEP development and modification, and educational services] in a manner consistent with their allocation between the District and its local public school sites. All special education services to be provided to El Sol students beyond the services to be performed by general education personnel and/or the type provided by general school site administrators at District schools, will be performed by employees, consultants, or other representatives of the District. The District shall be solely responsible for hiring and directing the individuals or entities to provide such special education services to El Sol student.

If a problem arises with any of the District personnel providing services on the El Sol site, El Sol and the District shall discuss the concerns within a reasonable period of time after the issue is raised by the other party. Re-assignment of personnel in response to such concerns shall occur only when the District deems appropriate. If the District takes or refuses to take personnel action with regard to its special education providers on El Sol's site, over the objection of El Sol, the District shall take full responsibility for any actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered that results from its actions or inactions related to the placement of District personnel on El Sol's campus.

The District and El Sol shall meet no later than April 15 of each year to ensure a mutual understanding of the allocation of duties between El Sol and the District for the following year.

Identification and Referral:

El Sol shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. El Sol will develop,

maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. El Sol is solely responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and utilized, where appropriate.

The District shall provide El Sol with the technical and consultative services that it generally provides its other public schools in the identification and referral processes. The District will ensure that El Sol is provided with notification and relevant files of all students transferring to El Sol from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian.

Assessment:

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. El Sol shall not conduct assessments or recommend independent assessments without prior written approval of the District.

Individualized Education Plan:

Responsibility for arranging necessary IEP meetings shall be conducted in accordance with the District's general practice and procedure and applicable law. El Sol shall ensure the attendance of all necessary El Sol employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at El Sol.

Eligibility and Placement:

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives of El Sol (or designees when necessary) and representatives of the District (or designees when necessary). Services and placements shall be provided to all eligible El Sol students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education. No pupil with special needs shall be continued in enrollment in El Sol unless the IEP team determines that El Sol is an appropriate educational placement, except for such period of time as enrollment at El Sol constitutes the student's "stay-put placement."

Educational Services and Programs:

To the extent that the agreed upon IEP requires special education or related services, the District shall provide and/or arrange for the provision of such services in the same manner that such services are provided to other District schools. District services shall include technical and

consultative services by District staff to El Sol staff in the same manner that District staff consults with staff at other District schools.

Parent Concerns:

El Sol shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to El Sol and/or District staff. El Sol staff shall inform the designated representative of the District of any such concerns. The District, in consultation with El Sol's staff as necessary, shall respond to and address the parent/guardian concerns.

Complaints:

In consultation with El Sol, the District shall address/respond to/investigate all complaints regarding special education services at El Sol. El Sol's Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services.

Due Process Hearings:

In consultation with El Sol, the District may initiate a due process hearing on behalf of a student enrolled in El Sol as the District determines is legally necessary to meet a local educational agency's responsibilities under federal and state law. The District and El Sol shall cooperate in defending any due process hearing brought by a student enrolled in El Sol. In the event that the District determines that legal representation is needed, the District/El Sol shall be jointly represented by District legal counsel. In the event El Sol elects to utilize separate legal counsel, El Sol shall bear the costs of its separate legal counsel.

The District agrees to indemnify, defend, and hold harmless El Sol and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "El Sol and El Sol personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against El Sol and/or El Sol Personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of the District, its Board of Trustees, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns related to the provision of special education services pursuant to this Charter. This provision shall not apply to cover the costs of separate legal counsel El Sol may choose to utilize pursuant to the preceding paragraph.

El Sol agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and District personnel (including but not limited to due process complaints and/or compliance complaints with the

California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of El Sol and El Sol personnel, and El Sol subcontractors and invitees under the Charter, related to the provision of special education services pursuant to this Charter.

SELPA Activities and Meetings:

The District Superintendent or designee shall represent El Sol at all SELPA meetings as it represents the needs of all schools in the District. Reports to El Sol regarding SELPA decisions, policies, etc. shall be communicated to El Sol as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to El Sol staff and El Sol staff shall be required to attend to the same degree as District staff holding equivalent positions are required to attend such training, unless the District's Assistant Superintendent of Support Services or designee specifically excuses El Sol personnel in writing from participation in a particular training because it is determined that the training is not necessary or relevant for El Sol personnel. To the extent that District site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Charter School staff.

School District of Residence:

The District shall be responsible for providing all special education services to all students of El Sol regardless of their school district of residence.

SELPA Requirements:

El Sol agrees to adhere to the policies and requirements of the Local Plan for Special Education and to all District policies, procedures, and practices regarding identification, referral, recordkeeping, and provision of services to special education students.

Contracted Services:

If needed due to a shortage in special education staff, it is the responsibility of the District to seek out contracts with other school districts, companies, or organizations to serve El Sol students. El Sol may assist the District in procuring such services.

Funding
Retention of Special Education Funds by District:

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, El Sol has elected the status of any other public school in the District for the purposes of special education services and funding. The District has agreed to provide special education services for El Sol consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for El Sol students through the SELPA.

School Contribution of Equitable Share of El Sol Funding:

Additionally, El Sol shall contribute a pro-rata share of its charter school funding to support the District's unfunded special education costs ("general fund support").

At the end of each fiscal year, the District shall calculate El Sol's pro-rata share of the District-wide general fund support for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to El Sol and any/all other charter schools for which the District provides LEA services in the same or similar manner) divided by the total number of District ADA (including El Sol students and students from any/all other charter schools for which the District provides LEA services in the same or similar manner) and multiplied by the total number of El Sol ADA (ADA calculation from P2). El Sol ADA shall include all students, regardless of home district.

The District shall calculate the amount of El Sol's share of the general fund support upon receipt of the certified P2 reporting data. The District shall provide El Sol with documentation as to the calculation of El Sol's share of general fund support and allow El Sol an opportunity to provide input and respond to the calculation prior to invoicing El Sol for the prior year. The District shall then invoice El Sol for its share of the general fund support.

Payment shall be due and payable within 30 days of invoice. In the event payment is not received within five (5) business days following the payment due date for any monies due from the Charter School to the District, the Charter School hereby authorizes the District, after prior written notification, to deduct any such fees from the funds deposited in the account for the Charter School with the Orange County Department of Education. Alternatively, the District may elect to offset and deduct any such fees from the District's next succeeding in-lieu property tax apportionments until paid in full.

The District shall provide an estimate of El Sol's share of the general fund support for the following year by June 30 of each year for budgeting purposes. This estimate shall not be binding and El Sol shall be fully responsible for its actual share of general fund support.

Costs of Special Education Services

The District shall be responsible for all costs related to the special education service needs of El Sol students in the same manner as it is responsible for the cost of serving any other students of the District, in accordance with Education Code Section 47646.

Copies of IEP's

El Sol staff shall conform with all state and federal laws and District procedures related to IEP's, specifically including, but not limited to, those required by the District's web-based IEP system, including, but not limited to, the requirement that IEP's be affirmed and attested to by appropriate members of the IEP team. Additionally, within five days of receiving written parent signature(s) on an IEP, El Sol shall provide a hardcopy of the signature page of the IEP to the Assistant Superintendent of Support Services.

El Sol Election to Become LEA

Should El Sol ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of the District for such purposes, such change would constitute a material revision to the Charter, and El Sol must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which El Sol would become its own LEA. Additionally, El Sol must provide the District with final written notice that it has made a final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which El Sol would become its own LEA. At the time El Sol provides such final notice, the notice must include verifiable written assurances that El Sol will participate in a special education local plan area (SELPA) approved by the State Board of Education in accordance with Education Code Section 47641(a) and that it will provide special education services in accordance with federal and state law, including proof of El Sol's acceptance as a member of a SELPA for the fiscal year in which El Sol will become its own LEA, with a request for material revision to the Charter, to be processed in accordance with the requirements of the Charter Schools Act. At any time that El Sol becomes its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to El Sol students, regardless of school district of residence of such students, and El Sol shall be exclusively responsible for the coordination and provision of special education services to El Sol students and for any and all other obligations of a school or school district relative to services for students with special needs. As a condition of El Sol becoming its own LEA and having its material revision for that purpose approved, the insurance and indemnification provisions of this Charter shall be revised to assure that the District has no risk of liability relative to El Sol's compliance with all requirements of state and federal law relative to the provision of special education services and FAPE.

ENGLISH LANGUAGE LEARNERS

The Charter School will continue to meet all requirements of Federal Law relative to equal access to curriculum for English learners.

The dual immersion program will continue to be the basis for the Charter School's curriculum designed for students acquiring English language skills. Based on an English Language Development (ELD) and standards-based rubric, students who are identified in the English Assessment component of the entrance assessment test as unable to benefit from the standard curriculum will receive additional support. This may entail an instructional program presented in English, with provisions to ensure comprehension for English learners and development of English as a second language.

Students will continue to be identified and recommended for intervention services through both teacher recommendations and assessment tools. Intervention services may include working one-on-one or working in small groups. All attempts will continue to be made to coordinate intervention services with other classroom group learning activities to minimize the stigma associated with any specialized instruction.

The instructional program for the Charter School is designed to promote language acquisition, oral language development and enriched learning opportunities for all students in the following ways:

- Students will interact through cooperative learning activities in all content areas
- Students will make oral presentations in all content areas
- Students will collaborate for group performances and reports
- Extended learning opportunities will be provided in recreation and performing arts
- ESL tutoring will be provided in the academic tutoring program
- English learners will be mainstreamed with fluent English-proficient students and bilingual students

1. Initial assessment for Identifying English Fluency

The Charter School expects to draw from a population that includes a high percentage of low English proficiency students as reflected in the LEP percentages of existing elementary schools in the surrounding neighborhood. As such, some English language learners may enter the Charter School with ELD levels and other records already in place. All new students transferring to the Charter School are administered the entrance assessment test and its English Assessment component, upon entry for placement.

2. Placement of English Learners in Appropriate Classes

Students will be placed in a full immersion program with necessary support (pull-out tutoring, designated bilingual aides, etc.)

3. Criteria to Determine Full Academic Fluency in English

The criteria used to determine full academic fluency will be measured by an ELD standards-based rubric that is based on the re-designation test used by the sponsoring district.

English learners, if necessary, will receive formal ESL instruction on a pull-out basis using appropriate curricular materials. Instruction will be aligned with district and state standards.

ESL instruction will be offered to students in the academic tutoring program as needed

Element Two (B) – Measurable Pupil Outcomes

Broad, overall program goals

The primary program goal for the Charter School is that students will be bilingual and bi-literate in both English and Spanish. Students are continuously assessed for language skills (both English and Spanish) in order to assist in skill grouping and creating a balance of ability levels in each class. The Charter School emphasizes becoming confident and secure learners. In addition, all curriculum is aligned to the Common Core state standards to ensure student success and access. The standards continue to guide instructional, budget, resource allocation, and other school priorities and decisions.

See Appendix 2 for a more detailed description of current goals and priorities as outlined in the El Sol Science and Arts Academy LCAP.

Additional program goals for the Charter School include:

- Student scores on state-standardized tests will continue to improve annually.
- Students will gain the prerequisite knowledge to move to the next level of educational attainment.
- Students will complete high school and enter college.
- Students will demonstrate high levels of academic achievement and creativity resulting from the science, math, technology and arts curriculum.
- Students will have access to support services (health care, sports, and mentors) which influence academic growth and achievement.

Specific educational objectives that will be accomplished through the school

The mission of the Charter School is to provide a rigorous academic environment which will prepare students for entrance into a college preparatory track at the school of their choice. The Charter School creates a culture of kindness, creativity, courage, and honesty that will permit graduates to take leadership roles in their communities in the 21st century. Specific educational objectives include the following:

- Dual language programs resulting in bilingualism and bi-literacy in English and Spanish.
- A professional development center, for teachers and administrators that results in continuous improvement in student achievement.
- On-going dissemination of best practices to all interested groups and individuals through after school and intercession programs available to the entire district.
- Extended year calendar and extended school day resulting in enrichment and intervention for students and teachers.
- School wide commitment to a collegial teaching environment characterized by high expectations for personal professional growth as well as high student achievement.
- Enhanced support network for each child through parent compacts and parent education programs.
- Effective integration of education, business, and community partnerships to support school educational goals.
- Project-based learning environments that integrate proven, rigorous curriculum programs for all content areas.

Element Three (C) – Method of Measuring of Pupil Progress and Staff Development

El Sol Academy complies with all District, State, and Federal assessment and accountability requirements, including without limitation: the Academic Performance Index measure of school achievement and growth; Adequate Yearly Progress (AYP); the California English Language Development Test; and State assessments such as the SBAC. Internal student performance indicators will also be utilized such as trimester assessments in reading and mathematics.

Assessment methods described in Element 2 and this Element 3 are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605.6(b)(5)(C).

Overall Program Evaluation

A description of measurements used to evaluate pupil outcomes and the success of the charter school's program

The Charter School will continue to build upon its existing assessment structure, which evaluates student performance relative to the curriculum, to the statewide standards, and to individual expectations. Student performance relative to the curriculum is assessed using a pre-test and post-test aligned to the curriculum content to ascertain progress and determine proficiency and mastery based on a pre-determined sequence of grade level expectancies. Student performance relative to the statewide standards, and other students, will be assessed using the state-standardized test and the subsequent statewide accountability measures to evaluate the success of the program against a norm-referenced benchmark. Student performance relative to individual expectations is assessed using the self-analysis evaluation developed during the goal setting conference with the teacher, student, and parent conducted at the start of each year. During this conference, parents are in-serviced on the grade level expectancies. Parents are kept informed of the students' status through individual teacher reports, as well as conferences during the year.

A School Accountability Report Card will be made available to the District and community each year along with the Local Control Accountability Plan (LCAP). The success of the program for the Charter School will be evaluated as the goals and progress towards these goals is assessed by the School Action Plan/LCAP which is reviewed and revised annually. The School Action Plan/LCAP will be devised by curriculum committees, which summarize accomplishments and recommendations. Curriculum committee reports will be analyzed and incorporated into the next year plan. A proposed plan will be shared with parents, student representatives, teachers, support staff, and volunteers, and then with the whole staff for observations and recommendations.

Other assessment tools include:

- Student portfolios to evaluate growth and achievement based on a school-developed rubric.
- Teacher portfolios and evaluation of personal lesson plans.
- Writing proficiency, reading and math chapter mastery tests, language proficiency tests (Spanish and English), transition to English reading assessments, limited English proficient data base progress, and end-of-the-year math mastery tests.

- Homework and classroom projects and assignments to determine mastery of skills and future lesson objectives and strategies.
- Student peer evaluation based on student-developed scoring rubrics.
- Established quality standards applied to any work displayed in the room or in the halls.
- The principal's observations during classroom visitations.

Daily instruction provides consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples. The Charter School measures progress on an ongoing basis so parents and educators know how well students are performing.

All El Sol students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a score of "standard met" or "standard exceeded" on the California Summative Assessment and a passing score on all year-end academic portfolios and exhibitions. Portfolios and exhibitions will be assessed according to the school-wide rubrics, with input from teachers across all content areas and outside community members.

SUPPORTS FOR STUDENTS REQUIRING REMEDIATION

El Sol Science and Arts Academy will continue to monitor individual student progress and provide adequate supports and interventions to students who are not meeting grade level standards. The remediation process will begin in the classroom at which point differentiation will take place including small group instruction, best practices, and modified curriculum. Additionally, students will have access to supports during the extended day program.

See Appendix 3 for a detailed chart of the support and referral process.

If at the end of the in-class and extended day support cycle the student is still not meeting grade level standards, the teachers, parents, school psychologist/mental health clinician, intervention instructors, and key members of the administrative team will devise the appropriate interventions and supports to secure the overall academic success of the student. Academic Improvement Plans will be drafted and shared with the team to carry out immediate next steps.

Academic Improvement Plans will be revisited at a minimum, every six weeks after the student has completed a full cycle of support and intervention. If after the six-week period the student has not made sufficient progress, the Student Success Team will reconvene to evaluate progress and reframe supports.

The Charter School shall make available to the District for review, on an annual basis (end of year), a report of student progress including disaggregated (by race/ethnicity, socioeconomic status, and English language fluency) data on student course enrollment and grades, participation and performance results of state-mandated testing programs as available, including the California Standards assessments and English Language Development Test.

The chart below represents the anticipated outcomes and assessment tools for the Charter School. All measurable outcomes will continue to be guided by the CCSS claims and targets and as reported in the Smarter Balanced Summative Assessment.

Curricular Focus	**Measurable Outcomes**	**Assessment Tools**
English and Spanish Languages	- Reading (literacy and comprehension) - Benchmark Reading Assessments (DRA/Fountas and Pinnell) - Writing - Speaking	- CAASPP - Teacher Assessment - Portfolio - Exhibits
History/Social Studies	- Time - Chronology - Cause & Effect - Continuity - Change - Importance of belief systems - Multicultural Histories (including Latin America)	- Publisher-developed assignments and assessments - Teacher Assessment - Portfolio - Exhibits
Math	- Use of mathematical ideas through written, oral, and visual communication.	- CAASPP - Teacher Assessment - Portfolio - Exhibits
Science	- Use of scientific process in problem-solving - Develop the habit of critical thinking - Integrate the physical, earth, and life sciences to understand natural phenomena	- CAASPP - Teacher Assessment - Portfolio - Exhibits
Technology	- Information retrieval - Data acquisition - Analysis & communications - Use of various software programs, including graphics and word processing - Use of the internet for research	- Teacher Assessment - Portfolio - Exhibits

Music	- Reading music after two consecutive years - Play simple percussion instruments with accurate rhythm and appropriate dynamics (the recorder after three consecutive years) - Sing with accuracy of pitch and rhythm (including parts in a chorus) - Sight-singing - Notation and hand signs - Improvise simple tunes and rhythms, using voice, body, and musical instruments	- Publisher-developed assignments and assessments - Teacher Assessment - Weekly choral class demonstration - Exhibits - Performances
Visual Arts	- Use of materials - Arts media - Artistic skills to express and communicate responses to experiences imaginatively - Apply design elements and principles - Express three-dimensional qualities	- Teacher Assessment - Portfolio - Exhibits
Dance	- Choreographed performances - Knowledge of dance history & styles	- Teacher Assessment - Performance
Theater	- Knowledge of elements of acting and production - Performed plays	- Teacher Assessment - Performance

Factors Which Influence Academic Achievement and Growth

Measurable Outcomes	Expected Outcomes	Assessment Tools
Student Conduct	- Average daily attendance rate of 95% - Tardies will decrease each year by 5% - Suspensions/expulsions will decrease each year by 5% - Mediation referrals will decrease each year by 5%	- Student Records
Parent Involvement	- 90% will attend ongoing parent-teacher conferences during the year - 90% will attend at least two parent workshops during the academic year - Participation of parents with their children in various school projects will increases 20% each year until 90% are involved - 90% will join the Parent Association - Parent attendance at arts events, festivals, and forums will grow by 10% yearly	- Parent meeting and conference Sign-in Sheets - Parent Volunteer Hour Logs
Professional Development	- 100% attendance at all scheduled staff development days	- Sign-in sheets - Agenda - Staff development evaluation
Professional Development	- Knowledge of curriculum - Competence in pedagogy - Professional attitude - Effective teaching strategies	- Comparison of students test scores - Annual principal/Peer/Self Evaluations - Parent/Student Surveys - Adherence to terms of contract
Financial Solvency	- No deficit in the operation budget after the initial two years of operation (time frame allows for start-up costs)	- Annual Audit - Forecast/Budget

Staff Development

Teachers' work calendars allow for days designated for teaching, school-wide planning and professional development. School leaders will utilize the California Professional Standards for Education Leaders (CPSEL) to develop and implement professional learning opportunities that support teachers own success as learners and, in turn, support their students' leanings (*California Common Core State Standards: Professional Learning).*

Educational learners target the development and implementation of a shared vision and instructional leadership. School leaders work on creating and maintaining a culture of learning ensuring that teachers consistently reflect on their practice, make intentional instructional decisions based on identified student needs, and work collaboratively with their peers so that they are learning from each other. Grade level meetings focus on raising expectancies and standards, sharing instructional successes, and mutual support with implementing and maintaining programs.

Professional learning process provide educational professions with opportunities to actively learn the knowledge and skills needed to improve teaching, leading, and student learning through critical analysis of practice, reflection on their own teaching, collaboration with colleagues, and other interactive tasks. Teacher's annual work calendar allows for days specifically designated for school-wide planning and professional development.

The Charter School staff participate in a range of school site, district, state and national professional development including the completion of the California Induction Program required for all preliminary credential clearing. Staff are afforded opportunities to attend state and national workshops and conferences. Newly acquired resources will be shared among the entire staff. On-site in-service opportunities focus on alternative teaching strategies for students with varying learning styles, and the areas of need based on regular analysis of achievement scores.

Veteran teachers serve as mentors, providing substantial support to teachers and teachers who are unfamiliar with programs at The Charter School. The Charter School is planning to establish a professional development program for the grade level teams in collaboration with local institutions of higher education. One of the veteran teachers in each team will serve as a grade level coach to support the beginning teacher. The program will involve attending joint training sessions for instructional strategies and skills.

The Charter School will, within its means, support staff by rendering opportunities to engage in pre-service planning meetings,

The components of professional development at the Charter School are:

- Pre-service. Staff members meet with the administrators to engage in planning for the upcoming year. Delineation of major events, timelines, and critical dates, along with who will be responsible will be charted.
- Opportunities. Provided by stipends, substitutes, modeling, observation time, and registration fees for workshops.
- Application of new skills. Useful materials will be acquired that are not currently at the site and opportunities will be provided during staff meetings and training days to share new ideas.

- Scheduled planning sessions. Discussion of concerns as well as remedies, and opportunities to serve on site-level decision committees, and as grade-level chairpersons.
- Professional development: Establish coherent, research-based professional learning aligned with organizational vision and goals for educators and student growth.
- Professional learning communities: promote professional learning communities that focus on real situations and specific needs to related to increasing the learning of all staff and students
- Professional learning culture: capitalize on the diverse learning and abilities of staff to plan, implement, and assess professional learning.

Recognizing the need for Spanish language instruction and English language development support strategies, teachers are expected to continue their professional education to acquire either a Language Development Specialist/BCLAD certification or credential. .

All staff efforts will be recognized and celebrated throughout the year at scheduled assemblies and award ceremonies. Teacher efforts will also be recognized in school bulletins and at staff meetings. Instructional leaders will work to strengthen staff trust, shared responsibilities, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element Four (D) - Governance

The El Sol Science and Arts Academy ("Charter School") community works cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the school.

While El Sol intends to collaborate extensively with the Santa Ana Unified School District, El Sol and its officers, board members, employees and volunteers, shall operate and provide school services pursuant to this Charter as a wholly independent entity. Santa Ana Unified School District and El Sol shall not in any way or for any purpose become or deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions of liabilities of El Sol. El Sol will be operated as a duly constituted California nonprofit public benefit corporation named El Sol Science & Arts Academy of Santa Ana, and governed in accordance with applicable California Corporations Code Sections and its adopted Bylaws, which are and shall at all times remain consistent with the terms of this Charter. As provided for in the California Corporations Code, El Sol will be governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of the School.

Current El Sol Articles of Incorporation and Bylaws are attached as Appendix 4.

El Sol articles and bylaws shall not be applied or modified in a manner inconsistent with the provisions of the approved charter. In the event that either the Articles or Bylaws are in conflict with the current charter, the terms of the charter shall prevail and El Sol's Board of Directors shall make amendments consistent with the requirements of the charter. El Sol shall provide written notice to the District Superintendent or designee of proposed revisions of the articles and/or bylaws at least three weeks prior to consideration for a revision by the corporate Board of

Directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to El Sol's governance structure and/or Charter, El Sol may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. The El Sol Bylaws shall specify these procedural requirements for and limitations on amendment or revision to the Bylaws. Should El Sol adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

Resolution of Amendment to the Bylaws is attached as Appendix 5.

El Sol shall provide to the District Superintendent or designee electronic copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees subject to the Brown Act, on or before the date required for posting of such agendas in compliance with the Brown Act.

The El Sol Science and Arts Academy will be governed by not less than 5 nor more than 15 member Board of Trustees. This Board will meet on a regular basis and will comply with all applicable regulations.

Notwithstanding any conflict in the El Sol Articles of Incorporation or Bylaws or the law controlling non-profit corporations, all business of El Sol and its Board of Directors shall comply with all laws controlling charter schools. El Sol shall comply with the Ralph M. Brown Act, Government Code Section 1090 *et seq*., the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq*.), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. By the terms of this Charter, El Sol is obligated to comply with the requirements of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 to the same extent as if El Sol were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

All members of the El Sol Board and all El Sol administrators shall, by August 15, 2016, and at least annually thereafter throughout the term of this Charter (and within 1 month of the hiring/appointment of a new Board member or administrator such new member/employee shall) receive professional training from an outside individual or entity (such as a law firm or other expert) on at least the following laws and requirements: the Ralph M. Brown Act, the Political Reform Act of 1974, Government Code Section 1090 *et seq*., and the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350 (including the procedures and requirements for investigating and responding to allegations of unlawful pupil fees). El Sol shall maintain a permanent, public record of all such trainings, including a log of who attended each training, the date and length of the training, the identity of the person providing the training and his/her qualifications, and a copy of all written materials

provided as part of the training. All such trainings shall be conducted in accordance with the Brown Act, as applicable.

Appointment of El Sol Academy Board Members

The El Sol Academy Board will have not less than 5 nor more than 15 . Board members shall be selected in accordance with El Sol's Bylaws to represent parents, the community, educators, and community business leaders. All Board members will be selected with skills and experience to match their board responsibilities.

The District Governing Board reserves its right pursuant to Education Code Section 47604(b) to have a representative on the El Sol Board, and if the District Board chooses to exercise this right, such representative shall be solely of the District's choosing. Any District Board appointee shall serve solely at the District Board or designee's discretion and may serve an unlimited number of consecutive terms. The El Sol Bylaws shall specify that no restrictions on the appointment, service, or terms for removal of other members of the El Sol Board of Directors shall apply to any District Board appointee and such appointee shall serve at the pleasure of and be removed only by the action of the District Board or designee.

The El Sol Board of Trustees will be responsible for:

- Hiring and evaluating the Principal and/or Executive Director of the School.
- Approving and monitoring the implementation of general policies of the School, including effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement and development of the whole child.
- Approving and monitoring the School's annual budget, acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of the School.
- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of School programs.
- Executing all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation and Bylaws, and this Charter necessary to ensure the proper operation of the School.
- Preparing and submitting, on a semi-annual basis (mid-year and end of year), reports to the District regarding El Sol's progress in implementing this Charter and other specific matters as the District Board requests.

Parent/Community Involvement

El Sol will additionally involve parents, educators, and professionals on a regular basis to advise El Sol on the operations of the School. Similarly, they will advise on curriculum, instruction, fundraising, and governance, all with the purpose of increasing student achievement. These parent involvement group opportunities will be communicated to parents through our normal communication strategies including electronic communications, registration materials and the monthly school newsletter.

El Sol provides several opportunities during the year for parent feedback and utilizes focus group activities to review and refine the academic goals and direction of the school. The school maintains a Parent Teacher Organization, a School Site Council and other membership groups that support our work for students and in the community. El Sol engages in a robust parent review process related to the development and annual review of the Local Control Accountability Plan. Additionally, El Sol has a parent member on its governing board.

Element Five (E) – Employee Qualifications

The charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code

The school adheres to Education Code Section 47605(l), all California Commission on Teacher Credentialing requirements, and the Every Student Succeeds Act in the hiring of all faculty for the Charter School.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l). A copy of each teacher's credential is kept on file at the school site and is submitted to the District annually.

In accordance with Education Code Section 47605(l), the School also employs non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. The School and the District shall continue to agree in writing prior to operation as to the list of non-core, non-college preparatory courses. In the event that El Sol seeks to utilize the flexibility provided in Education Code Section 47605(l), for non-core, non-college/non-preparatory teachers, El Sol takes full and complete responsibility for the application of "flexibility" regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code Section 47605(l), including any impacts its use of such "flexibility" may have on El Sol's funding, and the insurance and indemnification provisions of this Charter shall apply with full force and effect to protect the District from any and all potential claims or liabilities that may arise from the application of "flexibility" in credential requirements for non-core, non-college preparatory classes at El Sol.

Within the provisions of the law, the Charter School reserves the right to recruit, interview and hire anyone at any time that has the best qualifications to fill any of its position vacancies. The hiring process will be characterized by fair and consistent recruitment efforts. Interviews to determine employment will be conducted by a committee of key school stakeholders.

The Charter School will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, or other basis prohibited by law.

El Sol shall be the employer of its employees for all purposes, including serving as the public school employer for purposes of the Educational Employment Relations Act. The employees of

the Charter School shall not be employees of the District and shall not be afforded the rights afforded to District employees. The employees of the Charter School shall not be entitled to the provisions, benefits, or protections of the SAEA/SAUSD collective bargaining agreement or any other collective bargaining agreements, other agreements or employment policies of SAUSD.

Former District employees who accept employment at the Charter School may apply for reemployment with the District and any decision to reemploy such persons shall be in the District's sole discretion and such employees shall be afforded those rights specified by law.

All El Sol Management staff, as required by law, shall receive annual staff development and management training including training in Sexual Harassment. El Sol receives professional training from an outside individual or entity that conforms to all regulatory compliance related to training in Sexual Harassment and other required management training.

Administrators

The Administrative positions may evolve as needed to meet the administrative needs of El Sol. El Sol currently employs an Executive Director, Director of Operations and Director of Community Life and Education.

Administrators at El Sol are committed to educational excellence with a demonstrated ability to use data to develop and meet program goals, shall have excellent communication and organizational skills. Additionally, they will have a degree from an accredited college or university and may have advanced degrees and credentials, including EDD and/or other educational leadership experience and education. It is preferred but not required that an Assistant Administrator have a valid California Administrative Services Credential, expertise in math and literacy curriculum and instruction, arts and technology integration, and/or bilingual education in addition to experience in a charter school setting, and any subject-specific Assistant Administrators shall have demonstrated expertise in their particular subject matter. Spanish/English bilingualism is preferred.

El Sol shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of El Sol. Such services may be provided either by an employee of El Sol or by a consultant (or consultant group) hired by El Sol. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity.

Non-Instruction

All non-instructional staff such as business manager, community outreach specialist, nutrition services director, food services accountant, instructional assistant, nurse, health clerk, data base coordinator, website coordinator, technology coordinator, activities coordinator, attendance clerk, receptionist, custodian and noontime supervisor personnel must possess experience and expertise appropriate for their position.

Overall Qualifications of Staff

All staff, including but not limited to teachers, administrators and non-instructional staff must meet the specified overall qualifications.

El Sol reserves the right to require additional qualifications for any employment position beyond those specified in this Charter.

El Sol has a rigorous and collaborative selection process that includes students, teachers, support staff, administration and parents. The process generally includes:

1. Positions advertised to the public
2. Paper screening of candidate qualifications
3. Initial interview
4. Second interview to include lesson demonstration (if appropriate).
5. Reference check.
6. Live Scan and TB clearance.
7. Credential (if appropriate) and document verification.
8. Other requirements as needed.

Salaries and Benefits

El Sol strives to maintain competitive salaries and benefit packages to retain highly qualified staff. Full health benefits are offered to full time employees, including STRS and PERS.

Element Six (F) – Health and Safety Procedures

The Charter School will continue to comply with all applicable safety laws.

El Sol shall comply with all applicable safety laws. El Sol has developed comprehensive health, safety, and risk management policies in consultation with its insurance carriers and risk management experts, and shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices. This includes school wide training in response to natural disasters and other emergencies, including civil unrest, fires and earthquakes. The Charter School assigns and trains designated staff in emergency response procedures. The full set of safety policies and procedures is available at the school site, and some policy requirements are summarized below.

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the El Sol Board of Directors on a quarterly basis. The

Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All certificated and non-certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, and the District's child abuse reporting policies and procedures, and shall provide child abuse reporting training as required by law.

TB Testing

El Sol follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

El Sol adheres to all laws applicable to non-charter California public schools related to legally required immunizations for entering and returning students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

The Charter School complies with all laws applicable to non-charter California public schools regarding the administration of prescription drugs and other medicines, including the provisions of Education Code Section 49423 regarding the administration of medicine in school.

Drug Free/Smoke Free Environment

The Charter School is committed to providing a safe and tobacco/smoke, alcohol and drug-free learning environment for all students and staff.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

A description of type 2 diabetes.

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Insurance

The Charter School will purchase and maintain, as necessary and as required by this Charter insurance coverage, including general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies **School Facility Safety and Legal Compliance**

The Charter School will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools. The Charter School's facilities shall comply with the requirements of Education Section 4760 and/or 47610.5. . Additionally, the Charter School shall comply with the terms of any lease or property use agreement with the District, and if it is housed in or uses District facilities that are Field Act compliant, it shall take all steps and actions necessary to maintain those facilities as Field Act compliant.

The Charter School, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. El Sol shall test sprinkler systems, fire extinguishers, and fire alarms annually (or more frequently if required by law or the fire marshal) at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression or disability. The Charter School has developed and shall disseminate at least annually to pupils, parents, and employees a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying

and complaints of unlawful pupil fees. Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's adopted policies and procedures.

Element Seven (G) – Achieving Racial and Ethnic Balance

The philosophy, policies, and procedures of the Charter School shall at all times be dedicated to enhancing, achieving, and maintaining racial and ethnic balance in its student population and staff. All students are considered for admission, accepted for admission, and retained in the School without regard to ethnicity, race, religion, sexual orientation, economic resources, or national origin. Students who live within Santa Ana Unified School District will be given preference.

The Charter School has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- The development of promotional and informational material, including a school brochure, flyers, a website, and advertisements for local media that is easily transmittable to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District.
- Outreach meetings in several areas of the District to reach prospective students and parents.
- Hosting open houses, orientations, and school tours on a regularly scheduled basis.

El Sol Science and Arts Academy shall provide an annual report of student enrollment indicating the racial and ethnic mix of students and the percentage of students from the District (separating any non-District Santa Ana City residents). The annual report shall disaggregate racial and ethnic class, free and reduced lunch participation percentage, District students, student addresses, and last school attended, and shall include the percentage versus total of those who applied and those who were admitted.

Element Eight (H) – Admission Requirements

The Charter School, with a focus on science, math, technology and the arts, follows the design of magnet school. Students often must qualify for magnet schools. However, the Charter School, as a charter public school, is not exclusive as is a magnet public school. All parents and students who are interested in the specificity of the curricular design are welcome at the school, foregoing the eligibility requirements which serve as a weeding-out process at magnet schools. The Charter School will continue to offer students who currently demonstrate average or below average performance in school the benefits of a magnet school education.

Pupils will continue to be considered for admissions without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with anyone based on those characteristics. Admission practices will continue to be administered in accordance with provisions defined by charter school law. The Charter School will not charge students tuition.

If the number of students who wish to attend the Charter School exceeds capacity, admission will be determined by public random drawing and preference will be extended to pupils who reside in the District. Current El Sol students who return an intent to reenroll form to El Sol by the close of the annual open enrollment period will be automatically reenrolled for the following school year. The Charter School will continue to recruit students from the Santa Ana neighborhoods that are contiguous to the Charter School site. The Charter School will continue to work with SAUSD to provide information on the Charter School opportunity to all students in the District. The Charter School student body is composed of 85% of students who reside in the District. The Charter School will set no maximum limit to the number of students from the District who may be admitted to the Charter School.

In order for students to be included in the public random drawing for admission to El Sol (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthday, and contact information for the family, including address to establish whether the student resides within the District. The admission application submitted prior to any public random drawing and before a student is offered a space at El Sol shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required **prior** to the student being offered a place at El Sol include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEIA or Section 504.

El Sol Academy shall at all times comply with the terms and requirements of the free schools guarantee the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, (collectively "Free Schools Guarantee") in all aspects of the Charter School program. Under no circumstances shall any student be adversely impacted, in any manner, in admission or in any academic program whatsoever, for financial reasons, including without limitation a failure to make a financial contribution of any kind.

Element Nine (I) – Annual Financial Audits

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

These financial audits shall be conducted by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the School's internal controls. The audit will include a review of ADA as reported by El Sol. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Moreover, the audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. El Sol agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the District, the California Department of Education, the State Controller and the Orange County Superintendent of Schools by December 15th following each school year or at a mutually agreed upon earlier date. El Sol will provide interim financial data required by the District to fulfill its obligation to the county and state.

In the case that El Sol either does not pay for or have an independent audit completed within one month of the applicable timelines, the District may at its option pay for an audit to be completed and invoice El Sol for the expense, which shall be immediately due and payable, or subtract such payment for any funds due to the Charter School.

The audit is a public record to be provided to the public upon request.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than three percent (3%) total; in all other cases, El Sol shall bear the cost of the audit.

El Sol will notify SAUSD of any pending litigation or legal action taken against El Sol within 30 calendar days of El Sol receiving said notice.

El Sol agrees to use SAUSD approved financial reporting formats that are in compliance with CDE specifications. This includes: Cash Flow, Multi-year Budget Projections, Interim reports, Current Year Budget Assumptions and the Charter School Unaudited Actuals Financial Report Form.

El Sol Five Year Pro forma Budget is attached as Appendix 5.

Element Ten (J) – Student Suspensions and Expulsions

Compliance with the procedures set forth in this section of the Charter shall be the sole process for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including but not limited to, disciplinary and academic causes. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School.

El Sol shall provide on at least an annual basis written notice to students and parents/guardians setting forth in detail the suspension and expulsion procedures adopted and followed by El Sol, including all of the information contained in this section of the Charter and the specific detailed provisions of Education Code Section 48900 et seq., as adopted hereby. Revisions to the causes or procedures for suspension or expulsion shall constitute a material revision to the Charter.

El Sol regards suspension and expulsion as a last resort and utilizes all alternative means of correction prior to considering suspension and expulsion.

El Sol hereby adopts the provisions of Education Code Section 48900 et seq. as El Sol's student discipline policy and procedure. Because certain terms used in Education Code Section 48900 et seq. are not directly applicable to El Sol, the following definitions and modifications are made to these provisions to make them applicable to El Sol.

1. The terms "superintendent" and "principal" as used in those provisions shall mean the El Sol Executive Director.

2. The terms "school" and/or "district" as used in those provisions shall mean El Sol Science & Arts Academy of Santa Ana.

3. The terms "governing board" as used in those provisions shall mean the governing board of the El Sol Science & Arts Academy of Santa Ana.

4. Should the Charter School use an administrative hearing panel, that panel shall be made up of three certificated employees engaged by El Sol and/or appointed by the El Sol Science & Arts Academy of Santa Ana, who are not currently teachers of the student being considered for expulsion.

5. It is El Sol's understanding that the Board of the Orange County Office of Education will hear appeals of expulsions from charter schools operating within Orange County, including El Sol. If the Board of the Orange County Office of Education will not hear such appeals, El Sol shall develop an appeal process that affords students due process.

In the event of a decision to expel a student, El Sol shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves El Sol without graduating or completing the school year for any reason, El Sol 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.

Students expelled from any school for the offense listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in the Charter School during the period of their expulsion.

Suspension, Dismissal and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom El Sol has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. El Sol will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom El Sol has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. El Sol shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

El Sol shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom El Sol or District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension or recommendation of expulsion.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, rule, or policy, El Sol, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If El Sol, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If El Sol, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the District had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

c. Except in the case of a student removed to an interim alternative educational setting, El Sol shall return the child to the placement from which the child was removed, unless the parent and El Sol agree to a change of placement as part of the modification of the behavioral intervention plan.

If El Sol, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the El Sol may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Element Eleven (K) – STRS, PERS and Other Retirement Coverage

Teachers and other persons working at El Sol will retain all previously vested rights in their respective retirement systems, including but not limited to California STRS, PERS and Social Security. The El Sol Board may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 401(k) plan, a 403(b) plan and/or contracting with STRS and/or PERS. Certificated employees of El Sol shall be members of and participate in the California State Teachers Retirement System (STRS). Non-certificated, regular employees of El Sol shall be members of and participate in the Public Employment Retirement System (PERS). All other employees shall participate in federal social security. The Executive Director or his/her designee shall be responsible for ensuring that appropriate arrangements for coverage have been made and are complied with.

Element Twelve (L) – Attendance Alternatives

El Sol is a school of choice. No student is required to attend. Students who do not wish to attend El Sol may attend their local school of attendance or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the local education agency (school district) where they reside.

The El Sol application shall specify, and parents or guardians who have children enrolled in the Charter School will be informed upon enrollment that the student has no right to admission to any local education agency or in a particular school of any local education agency as a consequence of enrollment in El Sol, except to the extent that such a right is extended by the local education agency.

Transportation is the parental responsibility for families who choose to attend El Sol, except as required for students with disabilities pursuant to an IEP or in compliance with the McKinney-Vento Homeless Education Assistance Act or any other transportation mandated by law.

Element Thirteen (M) – Employee Return Rights

Employees of the District who choose to leave the employment of the District to work at El Sol shall have no rights of return to the District after employment at El Sol unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements. El Sol shall have no authority to provide for, or negotiate with El Sol's employees or employee representatives, any return rights to the District. District employees must consult with the District to determine their eligibility for leave.

Element Fourteen (N) – DISPUTE RESOLUTION

Disputes Between District and El Sol

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of El Sol or the District's oversight obligations, or a dispute otherwise arises between the District and El Sol the following procedures shall be followed to resolve the dispute:

(1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.

(2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation

procedures, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the El Sol representative will be the El Sol Executive Director or Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with the plan for resolution agreed upon at this meeting, the parties will proceed to step 3. Any period of time agreed upon at the meeting for El Sol to attempt to cure the issue shall be deemed and is agreed by El Sol and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter.

(3) The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law. Should the District revoke the charter, El Sol may appeal such revocation to the County Board of Education and State Board of Education as provided by Education Code section 47607 and applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time

Element Fifteen (O) – CHARTER SCHOOL CLOSURE PROCEDURES

The following procedures shall apply in the event the School closes. California Education Code § 47605(b) (5) (p). The following procedures apply regardless of the reason for closure. In addition to the following procedures, El Sol shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school.

The following procedures shall constitute the "Closure Protocol" and shall apply in the event the El Sol ceases to be a charter school or otherwise closes for any reason:

Any decision to close El Sol as a charter school operating pursuant to this Charter shall be documented by official action of the El Sol Charter governing board ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the El Sol governing board votes to close El Sol, or the Charter lapses. In the event of a Closure Action, El Sol shall implement the following steps:

1. El Sol shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and

contact information for the person(s) to whom reasonable inquires may be made regarding the closure.

2. The El Sol governing board shall provide written notification to the District of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

3. El Sol shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

4. El Sol shall provide written notification of the Closure Action and the effective date of closure of El Sol to the California Department of Education, the Orange County Office of Education, El Sol's SELPA, and the retirement system in which El Sol's employees participate by registered mail within 72 hours of the Closure Action.

5. On closure, El Sol shall remain solely responsible for all liabilities arising from the operation of the Charter School.

6. The El Sol governing board shall ensure notification to the parents and students of El Sol of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed coursework and credits that meet graduation requirements.

7. El Sol will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at El Sol if El Sol is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. El Sol will ask the District to store original records of Charter School students. If the District cannot do so, El Sol will distribute student records to the district of residence of each student with a copy to the family. Copies of employment records will be sent to former employees.

8. As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, El Sol shall prepare final financial records. El Sol shall also have an independent audit completed by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the District promptly upon completion. The auditor and audit shall comply with all of the requirements for El Sol's annual audit as set forth in Element 9 of this Charter. In the case that El Sol either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the District shall remain a liability of El

Sol until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by El Sol shall be the responsibility of El Sol and not the District. El Sol understands and acknowledges that El Sol will cover the outstanding debts or liabilities of El Sol. Any unused monies at the time of the audit will be returned to the appropriate funding source. El Sol understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

9. For six calendar months from the latter of the Closure Action or the effective date of the closure, or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the El Sol governing board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.

10. The El Sol governing board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code and file all necessary filings with the appropriate state and federal agencies.

11. In addition to the final audit, El Sol shall also submit any required year-end financial reports to the California Department of Education, the Orange County Department of Education, and the District, in the form and timeframe required.

12. If El Sol is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation is to be provided to the District prior to approval of this Charter.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of El Sol will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end El Sol's right to operate as a charter school pursuant to this Charter or cause El Sol to cease operation. El Sol and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should El Sol breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Other Charter Elements

Public School Employer:
El Sol will operate as a nonprofit public benefit corporation. As such, no district, particularly its legal sponsor, Santa Ana Unified School District, shall be liable for the debts or obligations of the School. El Sol shall be deemed the exclusive "public school employer" of the employees of El Sol for the purposes of the Educational Employment Relations Act ("EERA," Government Code Section 3540 *et seq*.).

El Sol shall be nonsectarian in its programs, admissions policies, employment practices and operations. El Sol will not discriminate on the basis of any characteristic listed in Education Code Section 220, specifically including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law. El Sol will not charge tuition.

Community/School/Parent /Student Relations
The Charter has an impressive record of parent involvement. Parents attend parent meetings and the school also has an active room parent program that serves all classrooms and grade levels. Parents organize, plan and implement activities such as festivals and an annual school-wide arts performance. They raise funds for field trips, books and teacher supplies.

School/Parent/Student Agreement
The Charter School is committed to doing everything within its means to support the academic development and success of every student. All parents and students of the Charter School will be required to sign a parent/student agreement.

Parents are a child's first teacher and one of the major contributors to their child's academic success. The Charter School is dedicated to empowering parents with the educational resources necessary to assure a home-school commitment that is mutually supportive. Parents, as partners, agree to sign an agreement, confirming the commitment they will make to enhance the academic success of their child, which includes:

- Supporting their child's education (i.e. monitoring homework, attendance, tutoring).
- Supporting the policies and procedures set forth by the Charter School.
- Attending parent workshops, which cover topics such as helping children to improve study skills, child development, and ecology projects to do at home.
- Participating in ongoing parent-teacher conferences, Back to School Night and Open House.
- Being involved in the Parent Group, a parent-run school support group, and attending monthly parent meetings.
- Attendance at arts events, festivals, and forums.
- Assisting in projects with the students.

Students are also expected to sign the compact accepting personal responsibility for the ongoing improvement of their academic performance. The student agrees to be committed to continued academic excellence by:

- Attending school regularly and punctually.
- Completing homework assignments thoroughly and in a timely manner.
- Participating in tutoring as needed.
- Meeting a high standard of dress, which entails wearing a uniform at all times while in school or attending school functions.
- Being respectful to fellow students, school staff and community as well as school property.

The combined efforts of parents, teachers and students are necessary to ensure academic success. The Charter School is the link between the home and school, and offers a variety of activities and opportunities to provide assistance for all students and their families:

- Classes for parents and community in the areas of ESL, CPR, parenting, parent volunteerism and other areas as identified.
- Referral services for families for all health and social services needed.
- Training for parents in addressing academic needs for students at Saturday parent/student workshops, held once a trimester.
- College campus visits to UCI, Chapman, CSUF and Santa Ana College.
- Healthy Bodies, Healthy Minds – Health Ed.
- Financial Literacy.

Community and School Connection
Community and business partnerships play a significant role in the Charter School's history. The Charter School will continue to foster external partnerships and linkages with local educational

agencies and community -based organizations which will provide the basis for several programs at the Charter School. The Charter School will provide opportunities for students to participate in service learning activities and to view firsthand how all citizens are responsible for improving and enriching a community. The following prospects reflect the Charter School's efforts:

- Cultural performances (music, dance, art) in the surrounding communities.
- Environmental stewardship through beach cleanup and recycling program.

Confidentiality of Records

The Charter School will adhere to all procedures related to confidentiality and privacy of records. In the event that a child enters The Charter School upon transfer from an existing district school, the child's records (cumulative, bilingual, etc.) will be requested from the respective district. Upon exit from The Charter School, the child's cumulative records will be exchanged with the district upon request. El Sol shall comply with all FERPA requirements.

Non Discrimination

The Charter School shall be nonsectarian in its programs, admissions policies, employment practices and operations. The Charter School will not charge tuition.

The Charter School is committed to affording equal rights and opportunities for all persons in public schools. No person shall be subjected to discrimination on the basis of any characteristic listed in Education Code Section 220, specifically including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law All courses and activities are open to all students. Classes, including physical education, are conducted on a co-educational basis. No otherwise qualified individual in the United States shall, solely, by reason of his/her disability, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Internal Dispute Resolution

The Charter School board of directors will adopt policies and processes for resolving disputes (other than those between the District and the Charter School which are covered in Element Fourteen (N), above).

Parents, students, board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and dispute resolution process and will agree to work within it, including the school's Uniform Complaint Policy.

The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the El Sol administration for resolution according to El Sol's internal dispute resolution process. The

District may choose to submit disputes that are related to possible violations of the Charter or law or to the operation of the Charter School or the District's oversight obligations to El Sol's principal for resolution according to El Sol's internal dispute resolution process. Should the District receive a complaint regarding E Sol that is referred to El Sol for investigation and/or resolution, El Sol shall provide the District with updates regarding El Sol's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Charter School's board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations.

El Sol will operate subject to the Educational Employment Relations Act.

Business Operations Policies & Procedures

Governing Law and Construction
This Charter will, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein will be construed so as to require the El Sol Board of Directors to act contrary to law.

The Charter School is nonsectarian in its programs, admission policies, employment practices and all other operations.

Funding

El Sol will act as its own fiscal agent and will receive the maximum revenue provided by law. The School will meet all funding conditions and requirements imposed by city, state or federal mandates.

The school intends to receive funding directly from the State of California through the County Office of Education in accordance with applicable law. Any loan program, grant, or other funding which El Sol obtains from any source, including without limitation, the State of California, shall provide that the District shall have no liability whatsoever for El Sol's failure to pay. Future funding requests for City, CDBG, or empowerment zone funds shall be made in cooperation with the District

The El Sol Foundation may secure funding without the pre-approval of the District.
SAUSD will cooperate with El Sol for the School to receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in budget acts or local measures, expressly excluding general obligation bonds, if El Sol is eligible under State/District criteria. El Sol will also receive funding from related legislation to the extent that El Sol and its students generate such entitlements.

The School may accumulate financial reserves, revenues in excess of expenditures, without limitation. It may invest its reserves according to El Sol board policies.

El Sol shall pay an annual oversight fee to the District up to any maximum permitted by law (currently described and limited in Education Code Section 47613). El Sol acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The School will purchase and maintain, insurance policies at limits set forth in this Charter, No funds from this Charter may be transferred or used to start a new charter within the District or in another district without the prior approval of the District Board of Education.

Insurance

No coverage shall be provided to the Charter School by the SAUSD, including self-insured programs or commercial insurance policies. In the event the Charter School adds locations (which may only be done through an approved material revision to its Charter), each Charter School location shall meet the below insurance requirements individually. It shall continue to be El Sol Science and Arts Academy Charter School's responsibility, not the SAUSD's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

El Sol Science and Arts Academy Charter School shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the SAUSD's risk manager and as specified below. El Sol Science and Arts Academy Charter School's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end El Sol Science and Arts Academy Charter School's right to operate as a charter school pursuant to this Charter or cause El Sol Science and Arts Academy Charter School to cease operations until El Sol Science and Arts Academy Charter School has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of El Sol Science and Arts Academy Charter School, throughout the life of the Charter, El Sol Science and Arts Academy Charter School shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than " A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

> COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $5,000,000 per occurrence and $5,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $20,000,000 per occurrence.

A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence

should an injury occur as a result of sexual abuse. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $15,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

B. General Liability Insurance Endorsement Negligence Related to **Corporal Punishment** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $15,000,000 per occurrence. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than $1,000,000 per occurrence and $1,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of El Sol Science and Arts Academy Charter School. If any SAUSD property is leased, rented or borrowed, it shall also be insured by El Sol Science and Arts Academy Charter School in the same manner as (a), (b), and (c) above. Evidence of Property insurance shall be provided.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits. Evidence of Employers Liability insurance shall also be presented in an amount of not less than $1,000,000.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators legal liability and errors and omissions in an amount not less than $5,000,000 per "claim" with an aggregate policy limit of $15,000,000.

FIDELITY BOND coverage shall be maintained by El Sol Science and Arts Academy Charter School to cover all Charter School employees who handle, process

or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the SAUSD and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "SAUSD and the SAUSD Personnel") as additional insureds; (b) shall insure SAUSD and SAUSD Personnel to the same extent as El Sol Science and Arts Academy Charter School; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the SAUSD and/or by the SAUSD Personnel shall be in excess of El Sol Science and Arts Academy Charter School's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by El Sol Science and Arts Academy Charter School; (d) shall be on an "occurrence" basis rather than a "claims made" basis, and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the SAUSD by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the SAUSD by the insurer, El Sol Science and Arts Academy Charter School shall also provide the SAUSD with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, El Sol Science and Arts Academy Charter School shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the SAUSD's option.

The acceptance by the SAUSD of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of El Sol Science and Arts Academy Charter School or of any insurer or joint powers authority to the SAUSD.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the SAUSD and/or the SAUSD Personnel are waived.

VERIFICATION OF COVERAGE

El Sol Science and Arts Academy Charter School shall provide to the SAUSD duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be

received and approved by the SAUSD risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the SAUSD for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of El Sol Science and Arts Academy Charter School to defend, indemnify, and hold harmless the SAUSD and the SAUSD Personnel.

DEDUCTIBLES AND LIMITS OF LIABILITY:

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of El Sol Science and Arts Academy Charter School to defend, indemnify, and hold harmless the SAUSD and the SAUSD Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the SAUSD.

El Sol Science and Arts Academy Charter School shall promptly respond to all inquiries from the SAUSD regarding any claims against El Sol Science and Arts Academy Charter School and/or any obligation of El Sol Science and Arts Academy Charter School under the foregoing provisions of this Charter.

Indemnification

With the exception of the SAUSD's indemnification obligations related to the SAUSD's provisions of special education services as specifically described in this Charter's discussion of Special Education Services/Section 504, to the fullest extent permitted by law, El Sol Science and Arts Academy Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to SAUSD and hold harmless the SAUSD, the SAUSD's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of El Sol Science and Arts Academy Charter School, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other El Sol Science and Arts Academy Charter School appointed body, and administrators, employees, attorneys,

agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of El Sol Science and Arts Academy Charter School in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of El Sol Science and Arts Academy Charter School or of any other facility, program, or activity.

The obligations of El Sol Science and Arts Academy Charter School to defend the SAUSD and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate El Sol Science and Arts Academy Charter School to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of El Sol Science and Arts Academy Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

El Sol Science and Arts Academy Charter School further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

El Sol Science and Arts Academy Charter School's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end El Sol Science and Arts Academy Charter School's right to operate as a charter school pursuant to this Charter or cause El Sol Science and Arts Academy Charter School to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law.

El Sol Science and Arts Academy Charter School shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the SAUSD proof of its federal and state tax exempt status on or before July 1 following approval of this Charter. Nothing in this paragraph shall serve to reduce or excuse El Sol Science and Arts Academy Charter School's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Additionally, El Sol shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Budget, Payments and Cash Flow

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the Charter School, or to an account held in the name of the Charter School. The Charter School will notify the superintendent of schools of Orange County in the affected year. Funds transferred directly from the State Fund to the Charter School will be transferred to the Charter School account in the County Treasury by the County in the most expeditious manner possible. Any charter school funds still flowing through the District will be transferred via journal voucher entry to the Charter School account by the District within ten [10] calendar days of the District receiving its funds.

The Charter School will report to federal and state taxing authorities as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Attendance Accounting

El Sol's attendance accounting procedures shall satisfy requirements for the District, OCDE, and CDE. Daily attendance is recorded through our EIS system PowerSchool. Absence notes are required from parents upon absence of a child from school. State School Registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to Santa Ana Unified School District on a monthly basis. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance.

The Charter School will utilize the Elementary Student Information System (EIS) PowerSchool, including the following features:

- Demographic information regarding students
- State standardized test results
- Class registration information
- Staff information
- School survey programs
- Student schedules
- Extract capabilities
- Transfer and cumulative record information

Administrative Services

The Charter School may take advantage of county services and services of external vendors as appropriate and cost effective. This may include accounting, management reporting, payroll processing, and accounts payable/warrants.

Food Service Program

The Charter School will annually re-evaluate our food service program. The Charter School has developed a comprehensive Wellness Plan which includes components specifically aimed at

healthy food choices both at school and home, exercise and general health issues that affect our communities.

Oversight District Services

With the exception of services performed by The District in providing fiscal oversight to the charter school, all services requested by El Sol from the District will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service.

External Grants

The Charter School may apply for and participate in externally funded projects, public or private. The District will support and help the School in applying for externally funded projects when the District deems it appropriate. Likewise, the School will help and support the District in applying for externally funded projects when the District deems it appropriate. When mutually agreeable, the two will collaborate on such grants. In any case, each will inform the other when one makes such a grant application that, if granted, may be shared with, benefit or materially affect the other.

Legal Status and Liability

El Sol Academy will operate as a nonprofit public benefit corporation. As such, no district, particularly its authorizing and oversight agency, Santa Ana Unified School District, shall be liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School.

School Facilities

The primary Charter School facility is currently located at 1010 North Broadway Street, Santa Ana, California (the "Property"). The Charter School shall comply with all agreements set forth in the Property Leasehold agreement between Santa Ana Unified School District and the El Sol Science and Arts Academy, as well as all relevant sublease agreements and amendments as approved by the Board of Trustees of the Santa Ana Unified School District.

El Sol understands that any addition, expansion or relocation of El Sol's school site(s), other than through the provision by the District to El Sol of another school facility, either through Education Code Section 47614/Proposition 39 or other negotiated agreement with the District, shall constitute a material revision of the El Sol Charter and can only occur with approval by the District Governing Board of such material revision, following the procedures and standards of the Charter Schools Act, specifically including a public hearing and action at a public meeting of the District Governing Board. El Sol shall not expand beyond or move from the site specified in this section of this Charter, nor shall it open a "satellite," "sister," or similarly affiliated school, away from this site, without the express approval of the District Board as a material revision to this Charter or based on the provision of such other or additional school site by the District

Business and Operations Management

El Sol shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to El Sol and/or the El Sol corporation including, but not limited to, any additional or new charter schools that may be approved after the effective date of this Charter. El Sol shall also maintain its own separate and distinct bank account(s), and El Sol's funds shall not be commingled in a joint bank account with the funds of any other school(s) or operations and shall be kept physically separate from the funds of any other school(s) or operations.

At all times El Sol shall submit financial reports for El Sol as a distinct LEA and have audits performed on the financial statements of El Sol. In areas where overlap in purchasing or resource allocation might occur between El Sol Science and Arts Academy and any other school(s) or entities that might be operated by or associated with the El Sol corporation, El Sol shall develop and provide to the District Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities and provide the Financial Policies and Procedures to the District and obtain the Superintendent or designee's approval of these Financial Policies and Procedures prior to any such overlap or sharing. In no event shall El Sol develop or revise such Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of this Charter and/or any MOU or other agreement between El Sol and the District. The Financial Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc. and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. Such financial policies shall include a means of ensuring that all funds generated by and attributable to the El Sol charter school authorized pursuant to this Charter will be maintained and expended for the educational benefit of the student at this Charter School.

Should the El Sol corporate entity obtain approval of or otherwise open another charter school or any other entity in addition to the El Sol Science and Arts Academy prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, El Sol shall provide to the District a calculation of all costs projected to be shared between El Sol and any other El Sol operated school(s)entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, El Sol shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in El Sol's financial records and reviewed as part of El Sol's annual fiscal audit.

Information Exchange

El Sol agrees to permit the District to inspect and receive copies of all records relating to the operation of El Sol, including financial, personnel, and pupil records. El Sol shall promptly comply with all such reasonable written requests. The records of the School are public records under the California Public Records Act ("CPRA"); however, the District's right to inspect and receive El Sol records is not based on the CPRA, but is based on the District's oversight role over El Sol.

Inspections

Inspection or observation of any part of El Sol may be conducted by SAUSD at any time, with or without prior notice. Third party inspections, observation monitoring and oversight activities may not be conducted on behalf of SAUSD without the mutual consent of the El Sol Board, except with respect to persons or entities with whom District may contract for the provision of services to students with exceptional needs.

Term

El Sol may submit a request for renewal of its Charter between October 1, 2020 and January 31, 2021, unless otherwise agreed with the District, which timing the parties agree will provide adequate information regarding El Sol's performance during the current term, specifically including increases in pupil academic achievement, while also providing adequate time for the consideration of and action on the renewal request. El Sol understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally be El Sol) and the documents specified below, has been submitted to the District Office, receipt of the Charter renewal will be placed on the next regular or special District Board meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the District Governing Board shall commence the timelines for action on the renewal request. El Sol further acknowledges that District Governing Board agenda deadlines are generally at least three weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and El Sol may obtain specific agenda deadline information promptly from the District Superintendent or designee prior to submittal.

Any renewal request shall include all of the following materials:

1. At least 12 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal Charter to the current Charter included in each notebook;

3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code Section 47607 or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

El Sol is encouraged to consult with the District regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for District review and comment, and for the parties to work cooperatively on any outstanding issues relative to El Sol's operations or the Charter document. Any review of or comment on the

proposed renewal Charter prior to the formal submittal will be at the District's sole discretion and shall not bind the District Governing Board.

The District Governing Board delegates to the Superintendent or designee and the El Sol Board delegates to the Executive Director or designee authority to waiver or extend the timelines in this Charter, the law, or applicable regulation, including the timelines for consideration of and action on materials revisions and/or renewal for the Charter.

Debts and Obligations

El Sol shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

El Sol shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the District and shall be El Sol's sole responsibility.

El Sol shall require that the following language is included in any and all contracts it enters into:

> The El Sol Science and Arts Academy/El Sol Science & Arts Academy of Santa Ana shall have no authority to enter contracts for or on behalf of the Santa Ana Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Santa Ana Unified School District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the Santa Ana Unified School District and shall be the El Sol Science and Arts Academy/El Sol Science & Arts Academy of Santa Ana's sole responsibility.

Notices

All notices, consents, demands, or another communications for one party or the other required or permitted in this Charter shall be in writing and shall be either personally delivered or sent by a nationally recognized overnight courier, telecopier or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may, from time to time, give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally recognized overnight courier (or the next succeeding business day if delivered on a non- business day), on the date set forth on the receipt of a telecopier or a facsimile (or the next succeeding business day if received by telecopier or facsimile on a non-business day), or upon the earlier of the dates set forth on the receipt of registered or certified mail, or on the fifth (5th) day after mailing.

To the District:

Santa Ana Unified School District
Attn: Deputy Superintendent, Operations
1601 E. Chestnut Avenue
Santa Ana, CA 92701

To El Sol:

El Sol Science and Arts Academy
Attn: Executive Director
1010 N Broadway
Santa Ana, CA 92701

Attachments, Exhibits, and Appendices

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

Affirmations and Assurances

As the authorized representative of El Sol, we, the Board of Directors, hereby certify that the information submitted in this petition for a charter renewal of the El Sol Science and Arts Academy Charter School to be located within the boundaries of the Santa Ana Unified School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605 (d)(1)]

- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B) and as provided in Section XIII of this Charter. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of any characteristic listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code) or association with an individual who has any of the aforementioned characteristics, fluency in English, parent income/education level, or any other basis prohibited by law. [Ref. Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage and shall fully comply with all insurance and indemnification requirements set forth in this Charter.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves the 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. [Ref. Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") and the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School is subject to and shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Board President Signature

6-9-16
Date

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _El Sol Science and Arts Academy Contact: Monique Daviss, Executive Director, mdaviss@elsolacademy.org, 7145430023 LCAP Year:2015 - 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as spec below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
• El Sol Science and Arts Academy ('El Sol' hereinafter) is a pre-school to eighth-grade charter school that provides a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice. Along with providing a rigorous academic environment, El Sol's mission includes creating a culture of kindness, creativity, courage, and honesty that will encourage our graduates to assume leadership roles in the 21st Century. Using a dual language immersion model in Spanish and English, El Sol delivers a comprehensive science and arts curriculum to all students from pre-kindergarten through eighth grade. In 2013-14, the school enrolled over 850 students: 73.55% of students who qualify for free or reduced lunch; 52.41% are English Language Learners (ELL); and 0.50% are children in foster care. El Sol operates one school—in two campuses—that is designed, as a system, to provide the same level of personalized learning (curricular and extracurricular) to all students, without distinguishing between low-income, ELL, and foster care students. • School Site Council: In March 2014, the School Site Council (SSC) formally met to review the purpose, objectives and tasks for developing the Local Control and Accountability Plan (LCAP). The SSC is comprised of 5 parents, 1 teacher, and 1 administrator. Working collaboratively, the SSC developed a three-step planning process: (1) inform stakeholders about the LCAP process and gather data; (2) analyze and synthesize data; and (3) share data and solicit input on priorities for the first 6 and 12 months, and after the first year. Three stakeholder groups were targeted: teachers, students and parents. • Teacher Engagement: All El Sol teachers were engaged in this planning process. They filled out a confidential survey that enabled them to respond in a quantitative and qualitative manner to questions focusing on three areas: (1) successes and challenges pertaining to the early implementation of new state standards (Common Core); (2) identifying the existing infrastructure and gaps with regards to technology; and (3) strengths and weaknesses of the current school leadership model (i.e., teacher lead/no principal) and administration.	• El Sol's comprehensive system by which it delivers its curriculum and learning supports for all students has three implications for the LCAP Plan. First, because El Sol provides all students (i.e., low-income, ELL, or foster care students) the same access to curricular and extracurricular supports, our responses to Section 2A apply to Section 2B. Second, El Sol's dual Spanish-English immersion model—which is designed to cultivate Spanish language proficiency first and then transfer it to English at a particular developmental stage—involves using a unique set of Spanish-language assessment tools administered at particular grade levels (mostly, second, fifth and eighth grades) and is essentially designed to 'reclassify' ELL students—as a cohort—by the fifth grade (while still complying with annual, individual-level student reclassification requirements). Finally, because El Sol is its own Lead Education Agency (LEA), school-wide and LEA-wide is one and the same (see Table 2A). • School Site Council: The SSC played a central leadership role in the design, facilitation, and documentation of the LCAP planning process and the development of the El Sol LCAP 2014-2017. In particular, the SSC parent leaders—elected by the parents themselves—were responsible for designing the questionnaire/surveys for teacher, students and parents; they also administered, analyzed and synthesized the data and drafted the El Sol LCAP 2014-2017. • Teacher Engagement: In 2013-2014, El Sol teachers began the early implementation of the new state standards. The El Sol LCAP planning process offered us a unique opportunity to systematically capture their experiences and insights on the successes and challenges as well as recommendations for improving implementation for 2014-2015 and beyond. The

The responses were coded to identify themes and recommendations on how to improve the school's curricular and extracurricular elements. The summary document was sent back to teachers for review to determine if it accurately captured their views and to solicit from teachers their top three priorities for the next six and twelve months, respectively, and what could wait until the beginning of the second academic year.

- Student Engagement: In early May, 197 seventh and eighth grade students anonymously responded to the questions in the Developmental Assets (DA) tool, a tool that is widely used across school districts to comprehensively gauge school climate, student engagement, teacher support of students, perceptions of school safety, among other domains. After inputting data, we selected 16 questions that were most directly tied to Student Engagement, School Environment, Academic Engagement, and Teacher and Family Support. This information was displayed and shared in graphic/visual form at the second parent meetings to help inform the parents' priorities.
- Parent Engagement: Altogether, five all-parent meetings were held on April 22 and 25, and June 3 and 17 (two session on June 17). The meetings, lasting 2 hours each, were held in the morning and evening to accommodate different schedules. Over 270 parents attended, representing approximately 60% of all El Sol families (there are approximately 450 unduplicated families).
  - Meeting 1 (PM) and Meeting 2 (AM): Parents received information about the Local Control Funding Formula (LCFF) and LCAP; and they provided input on Student Engagement, Parent Engagement, and School Environment. Input included identifying strengths, weaknesses, and recommendations to improve each area.
  - Meeting 3 (AM) and Meeting 4 (PM): Parents focused on strengths and weaknesses with regards to the early implementation of Common Core, and provided recommendations on how to improve implementation by grade level.
  - Meeting 5 (PM): Parents reviewed key areas and issues raised by parents pertaining four areas: (1) academic and learning supports; (b) school systems (e.g., communication, parent engagement, etc.); (c) staffing recommendations; and (d) physical space improvements.

teachers' insights and priorities informed the development of the action strategies in Section 2A.

- Student Engagement: Students are a critical stakeholder group. All the seventh and eighth grade students were selected for a comprehensive survey (1) because they were most likely to have a better comprehension of the DA questions and thus provide more reliable information, as compared to earlier grades and (2) because they have been exposed more fully to the range of curricular and extracurricular content and experiences offered through El Sol Science and Arts Academy.
- Parent Engagement: Using a three-step planning process, parents were informed about the purpose of the LCFF and LCAP, and had an opportunity to provide in-depth and comprehensive put on the LCAP priorities. Importantly, parents provided not only input but also expressed their views on the priorities to focus on for the next six-to-twelve months, and beyond the first year. Through the planning process, at least 20 new parent leaders were identified who want to be actively involved during the implementation of the LCAP.
- **Approval Process:** Based on the priorities expressed by parents and teachers, and student survey data, a workgroup consisting of the Executive Director, SSC Parent representative, and Operations Director synthesized input and drafted the El Sol LCAP 2014-2017. The plan was presented to the El Sol Board of Directors on June 25, 2014 and the update was approved on June 16, 2015

Annual Update:	Annual Update:
A rigorous process of meetings and reviews were conducted with parents, teachers and other interested partners. A review of goals was conducted and work towards achieving initial milestones was conducted. A review of first year accomplishments was completed by California State University Long Beach program in public policy as part of two credit classes during the spring semester of 2015.	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

2.2. Provide an after-school program that combines intervention and enrichment activities for students.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3. Provide access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Special Education	
2.4. Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, progress reports), English and/or Spanish classes, and effective translation of materials in the native language.	LEA - Wide	___ ALL OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5. Implement a system of support (i.e., professional development) and supervision that helps teachers continuously improve their ability to implement state standards and integrate technology. Provide professional development to implement state standards and integrate technology.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	3: All students, staff, and parents have a healthy and safe school environment that fosters learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Students, staff and parents need a healthy and safe school environment that fosters learning.	
Goal Applies to:	Schools: El Sol Science and Arts Academy	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	• By the 2014-2015 school year, 80% of students reported feeling safe or very safe at school. • By the 2013-2014 school year, 80% of parents reported school was safe or very safe. • By the 2014-2014 school year, 80% of staff reported school was safe or very safe. • By the 2013-2014 school year, 21 days were lost to suspension. • By the 2013-2014 school year, 98% daily attendance rate • By the 2013-2014 school year, less than 1% of students were chronically absent. • By the 2013-2014 school year, less than 1% of middle school students dropped out.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Special Education	
3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	• By the 2015-2016school year, 85% of students reported feeling safe or very safe at school. • By the 2015-2016school year, 85% of parents reported school was safe or very safe. • By the 2015-2016school year, 85% of staff reported school was safe or very safe. • By the 2015-2016 school year, 18 days were lost to suspension. • By the 2015-2016 school year, 98% daily attendance rate • By the 2015-2016 school year, less than 1% of students were chronically absent. • By the 2015-2016 school year, less than 1% of middle school students dropped out. • Increase parent participation by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Education____	

3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-2017	
Expected Annual Measurable Outcomes:	• By the 2016-2017 school year, 90% of students reported feeling safe or very safe at school. • By the 2016-2017 school year, 90% of parents reported school was safe or very safe. • By the 2016-2017 school year, 90% of staff reported school was safe or very safe. • By the 2016-2017 school year, 15 days were lost to suspension. • By the 2016-2017 school year, 98% daily attendance rate • By the 2016-2017 school year, less than 1% of students were chronically absent.

	• By the 2016-2017 school year, less than 1% of middle school students dropped out. • Increase parent participation by 5%		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Special Education	

3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.	LEA - Wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any difference

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$
El Sol Science and Arts Academy estimates the level of unduplicated pupils for the LCAP year (2014-15) will be the same as in the previous year, which is 75%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be $444,224 As a charter school, funds will be spent district/LEA – wide. The funds will be used to increase and expand services for English Learners, low income students and foster youth.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

As stated in the previous section, El Sol Science and Arts Academy estimates level of unduplicated pupils for the LCAP year (2014-15) to be 75%. The estimated minimum proportionality percentage is 7.63%. Students who are considered English Learners, low income students and foster youth will receive services above what is being provided to the general student population.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

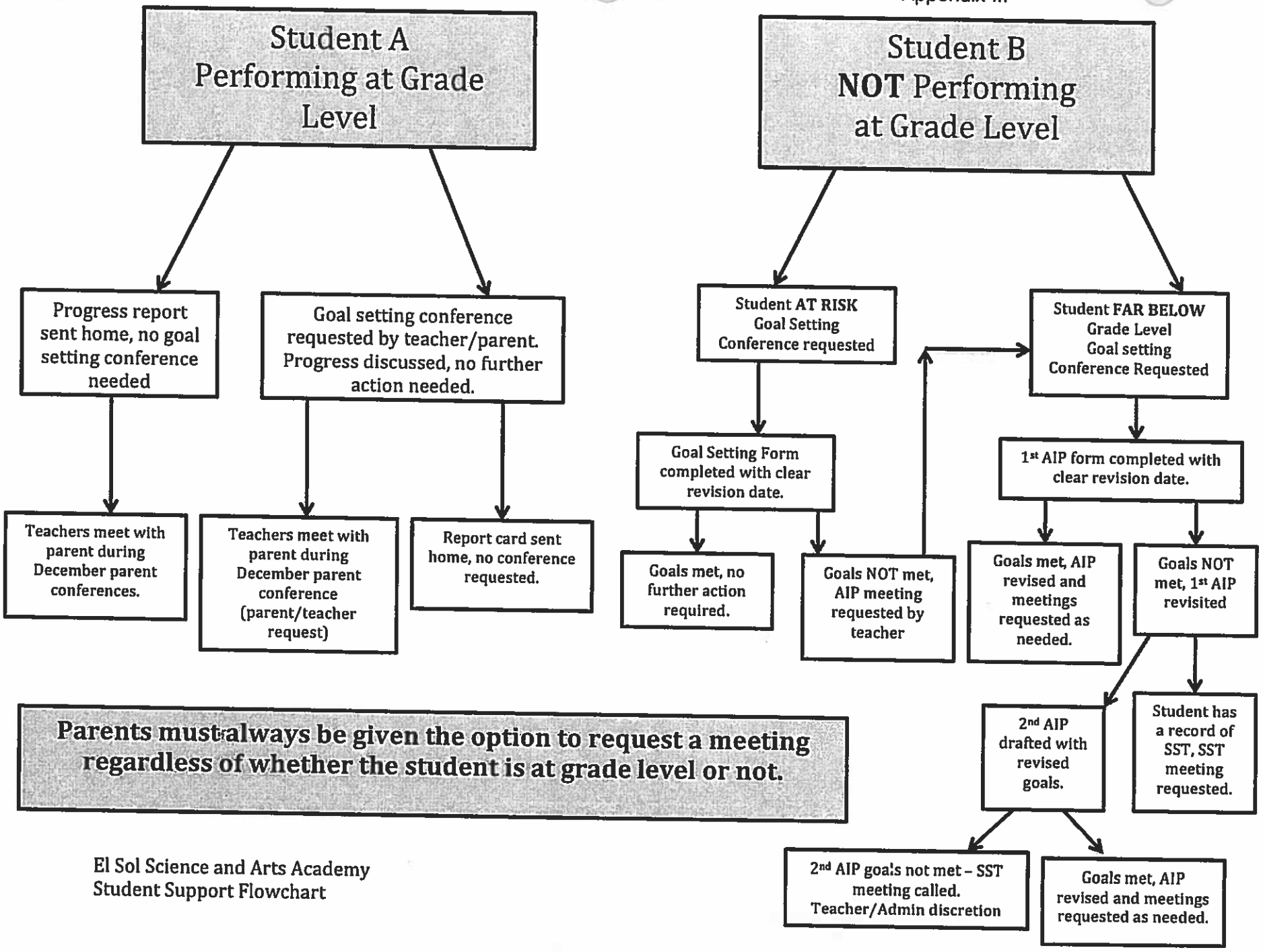
(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]



Parents must always be given the option to request a meeting regardless of whether the student is at grade level or not.

El Sol Science and Arts Academy
Student Support Flowchart

AMENDED AND RESTATED

BYLAWS

OF

EL SOL SCIENCE & ARTS ACADEMY OF SANTA ANA

ARTICLE I

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the jurisdiction of the Santa Ana Unified School District (the "District") as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE II

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board of Directors.

ARTICLE III

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. Subject to the provisions of Section 4 of this Article III, the authorized number of Directors shall be not less than 5 nor more than 15, until changed by amendment to these Bylaws. Subject to the provisions of Section 4 of this Article III, the exact number of authorized Directors shall be fixed within these limits from time to time by resolutions adopted by the Board.

No interested person may serve on the Board. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. This paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. ELECTION AND TERM. Subject to the provisions of Section 4 of this Article III:

(a) The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at a regular or special meeting of the Board.

(b) Subject to the provisions of subsection (c), unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the third 30th of June occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected.

(c) The Board may provide that the initial term of a Director shall expire on the first, or second or third 30th of June occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors. A Director may be re-elected for additional terms of up to three (3) years each, provided that no Director may be elected for an additional term that, when combined with the Directors' previous terms in office, would result in the Director's serving as a Director for more than seven consecutive years. A Director that has served as a Director for more than six consecutive years may not be re-elected as a Director until at least one year has lapsed from the conclusion of such term in office.

Section 4. SCHOOL DISTRICT REPRESENTATIVES. Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the Board as a Director, in the sole discretion of the school district. A Director designated by a school district shall hold office for a term expiring on the second 30th of June occurring after the date the Director takes office or until removed or replaced. A director designated by a school district may serve an unlimited number of consecutive years as the designee of the school district. The authorized number of Directors shall be deemed increased by the number of Directors serving that have been designated by a school district.

Section 5. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. A Director other than a Director designated by a school district may be removed at any time with or without cause by a majority vote of the Directors then in office. A Director designated by a school district may be removed at any time with or without cause by the school district or by a majority vote of the Directors then in office with the written consent of the school district.

Section 7. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law, or if the authorized number of Directors is increased other than pursuant to Section 4 of this Article III, or if the Directors fail, at any meeting at which any Director or Directors are elected, to elect the number of Directors to be elected at such meeting.

In the event of any vacancy on the Board other than vacancy of a Director that may be designated by a school district, the remaining Directors shall select a replacement to serve for the unexpired portion of the term of his or her predecessor in office. In the event of a vacancy on the Board of a Director that may be designated by a school district, the vacancy may be filled by the school district pursuant to Section 4 of this Article III.

Section 8. COMPENSATION. The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with the performance of duties as Directors or officers. No Director may serve as an employee of the corporation.

Section 9. MEETINGS.

(a) Brown Act. All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act (the "Brown Act"). Except as otherwise permitted by the Brown Act, all meetings of the Board shall be open and public, and all persons shall be permitted to attend any meeting of the Board. The Board shall not take action by secret ballot, whether preliminary or final.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Brown Act, all meetings of the Board shall be held within the jurisdiction of the District.

(c) Regular Meetings. The annual meetings of the Board and other regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public, on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public, before or during the Board's consideration of the item, that is within the

authority of the Board. Except as otherwise permitted by the Brown Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

(d) Special Meetings. A special meeting may be called at any time by the Chair of the Board or by a majority of the members of the Board, by delivering written notice to each member of the Board and to each local newspaper of general circulation and radio or television station requesting notice in writing and posting a notice on the corporation's internet web site, if the corporation has one. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings by the Board. The written notice may be dispensed with as to any member of the Board who at or prior to the time the meeting convenes files with the Secretary of the corporation a written waiver of notice. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes.

The call and notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public and at the site of each charter school operated by the corporation.

(e) Emergency Meetings. In the event of an "emergency situation" (as such term is defined in Section 54956.5 of the Brown Act) involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement of subsection (d) or both of the notice and posting requirements, provided that the meeting is held in compliance with the provisions of Section 54956.5 of the Brown Act. An emergency meeting may be called by the Chair of the Board, the President or any two or more members of the Board.

(f) Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.

(g) Transactions of Board. An act or decision done or made by majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

(h) Conduct of Meetings. The Chair, or, in his or her absence, the Vice-Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Teleconferencing. The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdiction of the District. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

(j) Adjournment. The Board may adjourn any regular, adjourned regular, special or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting, the Secretary may declare the meeting adjourned to a stated time and place and he or she shall cause a written notice of the adjournment to be given in the same manner as provided in subsection (d) for special meetings, unless such notice is waived as provided for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

(k) Continuance. Any hearing being held, or noticed or ordered to be held, by the Board at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the Board in the same manner and to the same extent set forth in subsection (j) for the adjournment of meetings; provided, that if the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be posted immediately following the meeting at which the order or declaration of continuance was adopted or made.

(l) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only for communication:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting,

which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE IV

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the members of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board set forth in Article III hereof applied as if the committees were acting as the Board. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 4. AUDIT COMMITTEE. The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than

one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

Section 5. APPOINTMENT. The members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 6. TERM OF OFFICE. Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

Section 7. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article IV.

Section 8. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 9. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

ARTICLE V

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a Chair, a President, a Secretary, a Chief Financial Officer (the "Treasurer"), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, if any, or the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair, if any, each must be a Director. Each officer shall hold office until each such officer's successor is removed and replaced. Officers shall be eligible for re-election without limitation on the number of terms they may serve.

Section 3. SUBORDINATE OFFICERS; ASSISTANTS. The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for

such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed at any time, either with or without cause, by the vote of the Board.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

Section 6. CHAIR. The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. VICE-CHAIR.

The Board may appoint a Vice-Chair. The Vice-Chair, if any, shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair, if any, shall also perform such other duties as are assigned by the Board.

Section 8. PRESIDENT. Subject to the control of the Board, the President shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business

transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 11. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VI

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VI, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VI.

ARTICLE VII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and

(e) Any information required by Section 4 of this Article VII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

This requirement of an annual report shall not apply if the corporation receives less than $25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VII.

ARTICLE VIII

GENERAL CORPORATE MATTERS

Section 1. VOTING SHARES. The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE IX

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed, and new Bylaws adopted, by the Board, provided that no amendment of these Bylaws may extend the term of a Director beyond that for which the Director was elected. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters the charter, without the consent of the school district, if such consent is required under the charter.

Certificate of Secretary

The undersigned Secretary of El Sol Science & Arts Academy of Santa Ana (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on March 27, 2013, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and at which a quorum of the Board was present and acting throughout the meeting.

Date: March 27, 2013

Michael Jones

Michael Jones, Secretary

835493.2

RESOLUTIONS OF THE BOARD OF DIRECTORS

OF

EL SOL SCIENCE & ARTS ACADEMY OF SANTA ANA

(Amendment of Bylaws; Resignation and Election of Directors)

WHEREAS, El Sol Science & Arts Academy of Santa Ana (the "Corporation"), a California nonprofit public benefit corporation, is organized for charitable purposes;

WHEREAS, the specific purpose of the Corporation is to advance education by providing students in grade levels K-8 a charter school with an accelerated, state-of-the-art learning facility and program; and

WHEREAS, the Board of Directors of Corporation (the "Board") deems it in the best interest of the Corporation and in furtherance of the charitable purposes of the Corporation to amend the Bylaws of the Corporation and to elect Directors in accordance with the provisions of the amended Bylaws;

NOW, THEREFORE, BE IT RESOLVED, that the Board amends the Bylaws of the Corporation, as amended by the First Amendment thereto, as follows:

(a) Section (II)(C)(1) is amended to read as follows:

Election and Term. Subject to the provisions of Section II(C)(3):

(a) The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at a regular or special meeting of the Board.

(b) Subject to the provisions of subsection (c), unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the third 30th of June occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected.

(c) The Board may provide that the initial term of a Director shall expire on the first, or second or third 30th of June occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors. A Director may be re-elected for additional terms of up to three (3) years each, provided that no Director may be elected for an additional term that, when combined with the Directors' previous terms in office, would result in the Director's serving as a Director for more than seven consecutive years. A Director that has served as a Director for more than six consecutive years may not be re-elected as a Director until at least one year has lapsed from the conclusion of such term in office.

(b) Section (II)(C)(3) is amended to read as follows:

School District Representatives. Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a

charter school operated by the corporation shall be entitled to designate a single representative to serve on the Board as a Director, in the sole discretion of the school district. A Director designated by a school district shall hold office for a term expiring on the second 30th of June occurring after the date the Director takes office or until removed or replaced. A director designated by a school district may serve an unlimited number of consecutive years as the designee of the school district. The authorized number of Directors shall be deemed increased by the number of Directors serving that have been designated by a school district.

(c) All provisions of the Bylaws in conflict with the foregoing amendments are repealed.

RESOLVED FURTHER, that effective upon the adoption of this Resolution, the existing Directors all resign their positions as Directors appointed by the Santa Ana Unified School District or by Charter Development Alliance, as applicable;

RESOLVED FURTHER, that effective upon the upon the adoption of this Resolution, the following persons shall serve as the Directors of the Corporation elected pursuant to Article III, Section 3 of the Amended Bylaws for the terms indicated below:

Name	**Term Ending**
Kristy Ollendorff	June 30, 2013
Michael Jones	June 30, 2014
Michael Madrid	June 30, 2014
Diane Shank	June 30, 2014
Alma Alvarez	June 30, 2015
Christina Romero	June 30, 2015;

and

RESOLVED FURTHER, that these Resolutions shall take effect and be in full force immediately after their adoption by the Board.

Certificate of Secretary

The undersigned Secretary of El Sol Science & Academy of Santa Ana (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Resolutions were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on March 27, 2103, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and at which a quorum of the Board was present and acting throughout the meeting.

Date: March 27, 2013

MICHAEL JONES, Secretary

State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 7 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

THE GREAT SEAL OF THE STATE OF CALIFORNIA EUREKA

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR - 9 2001

Bill Jones

Secretary of State

SecrState Form CE-107 (rev. 9/98)

OSP 98 13524

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

MAR 2 7 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION

OF

EL SOL SCIENCE & ARTS ACADEMY OF SANTA ANA,
A California Nonprofit Public Benefit Corporation

ARTICLE I

NAME

The name of the corporation is EL SOL SCIENCE & ARTS ACADEMY OF SANTA ANA (the "Corporation").

ARTICLE II

PURPOSES

(A) This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

(B) The specific purpose of the Corporation is to advance education by providing students in grade levels K-8 a charter school with an accelerated, state-of-the-art learning facility and program.

ARTICLE III

INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this Corporation's initial agent for service of process is:

Susan Mas
1055 Dyer Way
Laguna Beach, California 92651-3016.

ARTICLE IV

TAX-EXEMPT STATUS

(A) This Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

(B) No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, except as provided in Internal Revenue Code section 501(h), and this Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE IV

ASSETS, LIABILITIES AND DISSOLUTION

The property of this Corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

IN WITNESS WHEREOF, for the purpose of forming this corporation, the undersigned, has executed these Articles of Incorporation on this 26th day of March, 2001.

Joshua J. Lentz

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

Joshua J. Lentz

OFFICE OF THE SECRETARY OF STATE

Appendix V

RESOLUTIONS OF THE BOARD OF DIRECTORS

OF

EL SOL SCIENCE & ARTS ACADEMY OF SANTA ANA

(Amendment of Bylaws; SAUSD Amendment Review)

WHEREAS, El Sol Science & Arts Academy of Santa Ana (the "Corporation"), a California nonprofit public benefit corporation, is organized for charitable purposes;

WHEREAS, the specific purpose of the Corporation is to advance education by providing students in grade levels K – 8 a charter school with an accelerated, state-of-the-art learning facility and program; and

WHEREAS, the Board of Directors of Corporation (the "Board") deems it in the best interest of the Corporation and in furtherance of the charitable purposes of the Corporation to amend the Bylaws of the Corporation and to make amendments in accordance with the provisions of the amended Bylaws;

NOW, THEREFORE, BE IT RESOLVED, that the Board amends the Bylaws of the Corporation, as amended by the First Amendment thereto, as follows:

(a) Article IX (1) is amended to read as follows:

Section 1. AMENDEMENT. These Bylaws may be altered, amended or repealed, and new Bylaws adopted, by the Board, provided that no amendment of these Bylaws may extend the term of a Director beyond that for which the Director was elected.

El Sol articles and bylaws shall not be applied or modified in a manner inconsistent with the provisions of the approved charter. In the event that either the Articles or Bylaws are in conflict with the current charter, the terms of the charter shall prevail and El Sol's Board of Directors shall make amendments consistent with the requirements of the charter. El Sol shall provide written notice to the District Superintendent or designee of proposed revisions of the articles and/or bylaws at least three weeks prior to consideration for a revision by the corporate Board of Directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to El Sol's governance structure and/or Charter, El Sol may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter.

Certificate of Secretary

The undersigned Secretary of El Sol Science & Arts Academy of Santa Ana (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office as a meeting of the Board duly called and held on June 9, 2016, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and at which a quorum of the Board was present and acting throughout the meeting.

Date: June 10, 2016

Angie N. Sigala

Angie N. Sigala, Secretary

EL SOL SCIENCE AND ARTS ACADEMY

Five Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2016 ExED

Appendix VI

	2015-16	2016-17 Forecast	2017-18	2018-19	2019-20	2020-21
Total Enrollment	900	900	900	900	900	900
ADA	874.38	873.00	873.00	873.00	873.00	873.00
% Free and Reduced	70%	70%	70%	70%	70%	70%
% English Language Learners	45%	45%	45%	45%	45%	45%
% Unduplicated Low Income, EL, Foster Youth	78%	70%	70%	70%	70%	70%
INCOME						
8011-8096 · Local Control Funding Formula R	7,466,471	7,870,713	7,996,109	8,130,126	8,298,783	8,298,779
8100-8299 · Other Federal Income	565,297	589,627	589,627	589,627	589,627	589,627
8300-8599 · Other State Income	1,353,462	1,020,945	839,636	656,746	639,574	469,309
8600-8799 · Other Income-Local	197,518	212,240	212,282	212,325	232,368	232,412
Grants/Fundraising	1,363,266	10,853,992	1,134,000	1,134,000	434,000	484,000
8999 · Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	**10,946,014**	**20,547,518**	**10,771,654**	**10,722,825**	**10,194,353**	**10,074,127**
EXPENSE						
1000 · Certificated Salaries	2,877,308	3,002,081	3,055,343	3,147,003	3,200,532	3,250,152
2000 · Classified Salaries	1,951,142	1,926,317	1,984,106	1,948,149	1,707,104	1,688,704
3000 · Employee Benefits	1,313,800	1,389,197	1,554,759	1,667,894	1,704,079	1,750,182
4000 · Supplies	1,279,332	880,138	886,525	883,051	869,719	876,533
5000 · Operating Services	1,798,254	1,807,093	1,848,150	1,638,584	1,538,588	1,344,569
6000 · Capital Outlay	66,680	80,401	89,665	594,958	640,267	626,103
7000 · Other Outgo	79,238	82,280	82,476	82,675	331,269	347,706
TOTAL EXPENSE	**9,365,753**	**9,167,507**	**9,501,025**	**9,962,313**	**9,991,557**	**9,883,950**
NET INCOME	**1,580,262**	**11,380,011**	**1,270,629**	**760,512**	**202,796**	**190,177**
Ending Cash Balance	2,547,831	22,120,418	23,395,134	2,716,668	3,304,774	3,908,415

California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

Academic Performance Index (API) Report
3 - Year Average API School Report

School: El Sol Santa Ana Science and Arts Academ
LEA: Santa Ana Unified
County: Orange
CDS Code: 30666706119127

School Type: Elementary
Charter: Direct Funded Charter

API Links

LEA List of Schools
County List of Schools
Glossary
3-Year Average Guide

(An LEA is a school district, county office of education, or statewide benefit charter.)

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	425	880	493	872	554	881	878	878
Black or African American	1		0		0			
American Indian or Alaska Native	1		2		2			
Asian	2		1		1			
Filipino	1		2		1			
Hispanic or Latino	410	877	478	869	535	878	875	875
Native Hawaiian or Pacific Islander	0		1		1			
White	7		7		10			
Two or More Races	2		2		4			
Socioeconomically Disadvantaged	358	868	378	857	435	863	863	863
English Learners	293	849	311	841	272	838	843	843
Students with Disabilities	13	667	16	696	21	798	720	731

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or

- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;

2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,

3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

$$\frac{\text{2011 API + 2012 API + 2013 API}}{3}$$

Weighted Average: The formula to calculate the weighted average is:

$$\frac{\text{(2011 API x 2011 Valid Scores) + (2012 API x 2012 Valid Scores) + (2013 API x 2013 Valid Scores)}}{\text{2011 Valid Scores + 2012 Valid Scores+ 2013 Valid Scores}}$$

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" button within the "API Links" section above.

Table of Contents

I. The El Sol Academy Team..... 3

II. El Sol Academy's School Board.....7

III. School Philosophy.....8
- Mission.....8
- Curriculum.....8
- Characteristics of Dual Immersion Education.....8
- Parent Involvement.....8

IV. School Life 9
- Admission Policy 9
- Arrival & Departure from School 9
- Bicycle Policy.....9
- Classroom Visits / Volunteer Hours.....10
- Playground Rules.....10
- Internet Use.....11

V. Academic Program.....13
- Homework.....13
- Homework Time.....13
- Accelerated Reader.....13
- Progress Reports.....14
- Report Cards.....14
- Parent-Teacher Conferences.....14
- Promotion / Retention.....14
- Testing.....15

VI. Attendance.....16
- Excused Absence.....16
- Unexcused Absence.....16
- Early Dismissal.....16
- Medical Appointments.....17
- Independent Study.....17

VII. Health and Safety.....18
- Accidents.....18
- Campus Security.....18
- Child Abuse.....18
- Contagious Diseases.....18
- Emergency Situations.....18
- Harassment Policy.....18

Illness.....19
Immunization and Health Requirement.....19

VIII. El Sol Academy's Dress Code.....20
Uniform Dress Code.....20
Free Dress Days and Spirit Days.....21
Physical Education.....21
Hair and Grooming.....21
Violation of Dress Code.....21
Hygiene.....21

IX. Student Discipline Policy.....22
Behavior Code.....22
Bullying.....23
Discipline System.....23
Kindergarten and First Grade.....24
Point System 2nd – 8th Grade.....24
Student Suspension and/or Recommendation for Expulsion.....27

X. Student Work and Organization.....30
Teacher / Parent Communicator Folders.....30
Student Agenda.....30
Make-up Class Work and Homework.....30
Physical Education Excuses.....30

XI. Information from A to Z.....31

XII. School Schedule.....38

The El Sol Academy Team

Administrative and Teaching Staff

Monique Daviss (mdaviss@elsolacademy.org): Executive Director
Sara Flores (sflores@elsolacademy.org): Director of Community Life & EC Edu.
Tristan Gude (tgude@elsolacademy.org): Director of Operations
Jenny Zavala (jzavala@elsolacademy.org): Curriculum Specialist
Michael Fernandez (mfernandez@elsolacademy.org): Dean of Culture and Climate
Catalina Martinez: (cmartinez@elsolacademy.org) Math Coach

TK

Nancy Saldaña (nsaldana@elsolacademy.org): Math/Science/PE/Spanish Language Arts

Kindergarten

Pamela Celis (pcelis@elsolacademy.org): Spanish Language Arts/Social Studies/ELD
Melissa Torres (mtorres@elsolacadmy.org): Spanish Language Arts/Social Studies/ELD
Maria Ramirez (mramirez@elsolacademy.org): Math/Science/PE/ELD
Yadira Buraga (yburgara@elsolacademy.org): Spanish Language Arts/Social Studies/ELD
Annel Del Toro (adeltoro@elsolacademy.org): Spanish Language Arts/Social Studies/ELD

1st Grade

Petra Ortega (portega@elsolacademy.org): Math/Science/PE/ELD
Gabriela Rodriguez (grodriguez@elsolacademy.org): Spanish Language Arts/Social Studies/ELD
Adriana Zamora (azamora@elsolacademy.org): Math/Science/PE/ELD
Beatrice Soto (bsoto@elsolacademy.org): Spanish Language Arts/Social Studies/ELD

2nd Grade

Benjamin López (blopez@elsolacademy.org): Spanish Language Arts/Social Studies
Cynthia Haskell (chaskell@elsolacademy.org): Math/Science/PE/ELD
Adriana Cervantes (acervantes@elsolacademy.org): Math/Science/PE/ELD
Leticia Gonzalez lgonzalez@elsolacademy.org): Spanish Language Arts/Social Studies

3rd Grade

Ivet González (igonzalez@elsolacademy.org): English Language Arts/Math/Science/PE
Miriam Villegas (mvillegas@elsolacademy.og): English and Spanish Language Arts/Social Studies/PE/Science
Susan Saldaña (ssaldana@elsolacademy.org): English Language Arts/Math/Science/PE/Science
Juan Hernandez (jhernandez@elsolacademy.org): English and Spanish Language Arts/Social Studies/PE/Science

4th Grade

Karla Crespo (kcrespo@elsolacademy.org): English Language Arts/Spanish Language Arts/PE/Social Studies/Science
Jessica Solis (jsolis@elsolacademy.org): English Language Arts/PE/Math/Social Studies
Mary Lou Rodriguez (mlrodriguez@elsolacademy.org) English Language Arts/PE/Math/Social Studies
Luis Pimienta (lpimienta@elsolacademy.org) English Language Arts/Spanish Language Arts/PE/Social Studies/Science

5th Grade

Dulce Aguilera (daguilera@elsolacademy.org): English Language Arts/Social Studies/ Spanish Language Arts
Jakilin Gudino jgudino@elsolacademy.org): English Language Arts/Math/PE/Science
Anel Tellez (atellez@elsolacademy.org): English Language Arts/Social Studies/ Spanish Language Arts
Guadalupe Cruz (gcruz@elsolacademy.org): English Language Arts/Math/PE/Science

Middle School Teachers

Cecilia Ahumada (cahumada@elsolacademy.org): Science
Joevannie Lopez (jlopez@elsolacademy.org) English Language Arts/Social Studies
Francisca Darney (fdarney@elsolaademy.org): English Language Arts/Social Studies
Guadalupe Mejia (gmejia@elsolacademy.org): English Language Arts/Social Studies
Ana Cruz (acruz@elsolacademy.org): Spanish Language Arts/ Spanish Literature
Ada Starkey (astarkey@elsolacademy.org): Geometry
Linda Briseno (lbriseno@elsolacadmey.org): English Language Arts/Social Studies
Kathleen Percoco (ktvelia@elsolacademy.org): Math, Algebra, Science
Patricia Martinez (pmartinez@elsolacademy.org) Spanish Language Arts/ Spanish Literature
Jasmin Pantoja (jpantoja@elsolacademy.org) Spanish Language Arts/ Spanish Literature/PE
Susana Rodriguez (srodriguez@elsolacademy.org) Spanish Language Arts
Edward Buenrostro (ebuenrostro@elsolacademy.org) Math/Science
Crystal Quiñones (cquinones@elsolacademy.org) Math/Science/PE
Danielle Moran (dmoran@elsolacademy.org) Math/PE

Music and Art Teachers

Jeff Palmer (jpalmer@elsolacademy.org): Music
Renee Cortez (rcortez@elsolacademy.org): Music
Sara Maravilla (smaravilla@elsolacademy.org) Music
Ofelia Limon (olimon@elsolacademy.org): Art
Evelyn Amezola (eamezola@elsolacademy.org): Art

Office and Support Staff

Gina Cortez (gcortez@elsolacademy.org): Office Manager Elementary Campus
Martha Rodriguez (mrodriguez@elsolacademy.org): Office Manager Upper Campus
Lydia Hernandez (lydiahernandez@elsolacademy.org): Health Clerk
Liudmila Hernandez (lhernandez@elsolacademy.org): Office Assistant/Ballet Instructor

Food Service Assistant

Joanna Escamilla (jescamilla@elsolacademy.org)

Extended Day

Ruben Sanchez (rsanchez@elsolacademy.org): Extended Day Program Assistant
Amanda Noyola (anoyola@elsolacademy.org): Extended Day Program Learning Coordinator

Extended Day Instructors
Melba Suarez de Zamora (mzamora@elsolacademy.org): Kinder
Adriana Esquivel (aesquivel@elsolacademy.org): Kinder
Ana Arredondo (aarredondo@elsolacademy.org): 1st Grade
Andrea Goicochea (agoicochea@elsolacademy.org) : 1st Grade
Martha Olivares (molivares@elsolacademy.org): 1st Grade
Karina Amezquita (kamezquita@elsolacademy.org): 2nd Grade
Brianda Lemus (blemus@elsolacademy.org): 2nd Grade
Jeanette Perez (jperez@elsolacademy.org): 3rd Grade
Monica Zavala (mzavala@elsolacademy.org): 3rd Grade
Agustina Hernandez (ahernandez@elsolacademy.org): 3rd Grade
Samantha Johnson (sjohnson@elsolacademy.org): 3rd Grade
Marisol Banda (mbanda@elsolacademy.org): 4th Grade
Aracely Figueroa (afigueroa@elsolacademy.org): 4th Grade
Nataly Villarreal (nvillarreal@elsolacademy.org): 5th Grade
Sonia Hernandez (shernandez@elsolacademy.org): 5th Grade
Yinny Pascual (ypascual@elsolacademy.org): 6th Grade
Aileen Lipiz (alipiz@elsolacademy.org): 7th Grade/English Newspaper Elective
Nancy Tovar (ntovar@elsolacademy.org): 8th Grade

Extended Day Enrichment Instructors
Jonathan Diego (jdiego@elsolacademy.org): PE/Soccer
Susana Caballero (scaballero@elsolacademy.org): Science/Robotics Elective
Irving Davis (idavis@elsolacademy.org): Drums
Yesenia Hernandez (yhernandez@elsolacademy.org): Art
Robert Rodriguez (rrodriguez@elsolacademy.org): Chess
LaVern Broadnax (lbroadnax@elsolacademy.org): Basketball
Michelle Jarquin (mjarquin@elsolacademy.org): Mexican Folkloric Dance

Instructional Aides
Blanca Jimenez (bjimenez@elsolacademy.org)
Azucena Lopez (alopez@elsolacademy.org)
Jennifer Sandoval (jsandoval@elsolacademy.org)
Lina Palomo (apalomo@elsolacademy.org)

Noon Supervisors
Maria Gutierrez
Sonia Lozano
Guillermina Rodriguez
Eva Aguas
Adela Leyva
Patricia Ibarra
Isabel Arredondo

Maria Morales
Margarita Preciado

Custodians

Isidro Barrera: Custodian
Reynaldo Diaz: Custodian
Jose Cruz: Custodian
Jose Paez: Maintenance
Pedro Villalobos: Custodian

Crossing Guards

Marfelia Valenzuela
Maricela Rios
Monica Herrera
Nancy Alvarado

El Sol Academy's School Board

President:	Christina Romero
Vice President:	Sasha Talebi
Treasurer:	Kristie Ollendorff
Secretary:	Angie Sigala
Member:	Alma Alvarez

Board meetings are held every second Thursday of each month.

Founders-

Dr. Kathleen Sabine
Susan Mas

Board meetings are held every second Thursday of each month.

The Board is comprised of elected members. It meets monthly to monitor, plan, and discuss school matters and to provide counsel. As necessary, the Board also formulates policy to insure that the mission is being honored. The monthly meetings are open to the school community and the public in general.

School Philosophy

Mission

To provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice and to create a culture of kindness, creativity, courage, and honesty that will permit our graduates to assume leadership roles in the 21st century.

Curriculum

El Sol's educational focus offers a curriculum that is intellectually rich and focused on problem solving. Students are taught in a dual language (Spanish/English) setting, following a 90/10 dual language acquisition model. Our students will enter high school with well-developed skills in reading, writing, mathematics, science, and a refined artistic ability.

Characteristics of Dual Immersion Education

The dual immersion program, promoting bilingualism and bi-literacy in English and Spanish, prepares students to excel in the global marketplace. Our goal is for students to attain fluency and literacy in both Spanish and English and meet or exceed grade level proficiency in all academic standards. Students learn to think, speak, read, and write in both languages and develop positive cross-cultural relationships. The California Department of Education standards guide all instruction in our program.

El Sol Academy's 90/10 dual language program begins with a greater amount of Spanish in the early years in order to provide a solid basis for future academics. The program is modeled after similar programs throughout the United States and Canada with proven success.

The percentage of Spanish and English instruction is as follows:

Grade	Spanish	English
K	90%	10%
1st	80%	20%
2nd	70%	30%
3rd	60%	40%
4th-5th	50%	50%

6th-8th Students receive concepts taught in both languages

Parent Involvement

Every family is encouraged to volunteer 20 hours per academic year per child. Such activities may include copying, grading, filing, chaperoning, teaching/demonstrating, assisting, repairing, painting, or the sharing of special talents. Such service may take place during the school day, evenings, or even on weekends. Please consult your child's teacher or the Director of Community Life, Sara Flores, for available opportunities.

School Life

Admission Policy

The following guidelines are implemented to ensure a fair and orderly admission process. All families seeking admission are asked to participate in an orientation meeting to learn about the dual language program and mission of the school. Following attendance to this meeting, families are asked to submit a completed application for consideration. Students will be asked to participate in formal language testing to identify their language dominance (required for proper placement in the dual language program). When necessary, a lottery will take place to determine admission. When transferring from another school, the academic records for each student will also be required along with a current immunization record. Additional testing may be required to determine proper placement in the school's dual language program.

Applications for enrollment will be considered in the following order of preference:

1. Children who are siblings of currently enrolled students.
2. Children of families in the Santa Ana community seeking a dual language education.
3. Children of families in the Orange County community seeking a dual language education.

*Due to the nature of the dual immersion program, applications for grades one and above will be considered on an individual case-by-case basis.

Arrival and Departure from School

- **Students are not allowed on school grounds before 7:30 a.m**. They must be lined up with their classes at 7:55 a.m. The gates on Halesworth Street will close at 8:10.
- A child arriving to school after 8:00 a.m. is considered tardy.
- All parents and visitors must sign in, in the office, when arriving on campus and wear a **visitor's badge** if they plan to remain on campus.
- Children over 12 months of age and who are walking will not be allowed on campus during school hours with the exception of any awards assembly or school event. **Parents MUST supervise their child during these times and may not allow them to run around and/or play on the playground equipment or the ramps to the classrooms.**
- Any student leaving the school grounds before dismissal must be signed out by the parent or authorized adult. Please minimize classroom interruptions by making doctor appointments after dismissal
- **No skates, rollerblades, shoes with wheels (ie. Heeley's), skateboards, or scooters may be ridden to school or on the school grounds.**
- 5th - 8th grade students are allowed to ride bicycles to school.

Bicycle Policy

All riders must wear a fastened helmet. In addition, the students must have a lock for their bicycles and park their bicycles in the designated area on upper school campus. A parent permission slip must be on file prior to a student riding their bike to school. Permission slips can be found at the main campus office. **After the 3rd warning, students who are in violation of**

any stipulations of the permission slip will have their bicycle privileges revoked, no exceptions.

Classroom Visits/Volunteer Hours

Parents are welcome to volunteer in the classroom, but must make a prior arrangement with their child's teacher. When volunteering in a classroom, it is requested that volunteers not talk to the students or use classroom time for discussions with the teacher. A conference may be scheduled with the teacher if you wish to discuss aspects of the classroom curriculum or a child's progress.

Any school or classroom visits, other than volunteer time, must be approved by the Executive Director before the desired date. Our goal and desire is to minimize disruptions to the students' learning environment.

- If you have a child who is older than 12 months and can walk, we are asking that you not bring the child on campus when you are planning on staying for more than 10 minutes.

Playground Rules

Recess is a privilege that is earned through making appropriate choices and following safety rules. We at El Sol desire our students to have a fun and safe recess, in order for this to occur, all students will observe these rules:

- Follow adult directions the first time given.
- All food needs to be eaten at lunch tables. Food is never allowed on the playground.
- Students should play in the designated areas as indicated by staff.
- A count of 30 is used when waiting for your turn.
- Use appropriate language: no put-downs or rude words or actions.
- Use playground equipment in the correct manner and for its intended use.
- Bounce playground balls on the ball walls, not against the portables.
- Use restrooms as needed, but not as play areas.
- **Stop moving when the bell is rung and walk to your line when the whistle is blown.**

Play games by El Sol Rules only.

1. Play fair: If you are out, go to the end of the line.
2. Be ready to play when you enter a game.
3. No "Time Out"! A play may be interrupted for interference only.
4. Never give "Cuts" to anyone.
5. Stand behind the line while waiting for your turn.
6. **Everybody plays or nobody plays. (No "closing" games).**
7. No "Do Overs."
8. Play the same on everybody (No playing "easy" on your friends).
9. **Solve disputes peacefully: Talk, Walk, or "Rock, Paper, Scissors."**
10. If a ball touched a line it is an out no matter what game you are playing.
11. No running on the blacktop except for P.E., basketball, and soccer.
12. No "Tag" or "Pegging" games.

Internet Use

Access to the Internet will enable students to explore libraries, databases, and information resources. While the school does have a filtering system in place, parents/guardians should be aware that some material on the Internet may contain items that are objectionable or inaccurate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources, exceed the disadvantages. Students will be accessing the Internet in their classrooms with an authorized adult present for guidance. However, ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using information sources. To that end, El Sol supports and respects each family's rights to decide whether or not to apply for Internet access. The school or parent/guardian may revoke Internet access at any time.

Internet Access Rules: Students Grades K - 5
Students will sign a form that says:

1. I will follow the directions of my teacher/adult leader while at the computer.
2. I will not make copies of anything I find on the computer without adult permission.
3. I will keep my password private and not share it with anyone else. I will use only my password when I am on the computer. I will not ask or use anyone else's password. If I find out someone else's password I will tell that person and an adult so the password can be changed.
4. I will not use words, pictures, drawings, etc. that are not allowed at school or home. That includes drugs, threats, and unkind words.
5. I may not sell or buy anything on the computer
6. I will not give out my (or anyone else's) full name, address, or phone number to anyone without my parent/guardian and teacher's permission
7. I will treat the computer equipment and other users work carefully and not damage it in any way. I understand that if I do, I may have to pay for fixing the damage if it was done on purpose or when playing around.

I agree to follow the above rules and understand that if I break them I may not be allowed to use the computers again and may have other consequences.

Internet Access Rules: Students Grades 6-8
Students will sign a form that says:

1. Students are personally responsible for the use of the Internet and El Sol's network. Students will abide to all rules of conduct expected on El Sol's campus while using the network.
2. Illegal activities of any kind are strictly forbidden. Illegal activities are those acts that constitute a violation of Education Code, local, state and/or federal laws. Federal copyright laws will be observed in the use and distribution of information retrieved from or sent over the Internet.

3. Unauthorized access to other user's work and/or resources is prohibited. This includes the use of another's password to gain access. Access is to be limited to those resources needed to complete educational goals.
4. The network shall not be used for personal and/or commercial financial gain. Product advertisement and/or political lobbying are prohibited.
5. Use of language and/or transmission of material that is threatening, obscene, disruptive, sexually explicit, protected by trade secret, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, or religion is prohibited. Inappropriate language is never to be used.
6. Use of the system to encourage the use of drugs, alcohol, tobacco, promotion of unethical practices, and/or any restricted activity as defined by law or school policy is prohibited.
7. Downloading of copyrighted material is for personal use only and may not be placed on the system for distribution without the author's and school's permission.
8. Damaging of computers, other user's work, and/or networks is prohibited. Any software having the purpose of damaging any computer and/or network is prohibited.
9. Computer equipment (hardware and/or software) may not be removed from the school site without written permission from a school administrator.
10. When using work of another, credit must be given to the person who created that work. Plagiarism is prohibited.
11. Students are not to reveal full names, home addresses, telephone numbers or any other personal information about themselves, other students, or school employees without written parent/guardian and staff approval (for scholarships, grants, and other educational uses only).

I agree to follow the above rules and understand that if I break them I may not be allowed to use the computers again and may have other consequences.

Academic Program

Homework

El Sol Science and Arts Academy believes that homework is beneficial to the students as a way of reinforcing the knowledge acquired in the classroom. Therefore, all students are required to complete and turn in the homework assigned to them by the classroom teachers.

As appropriate, homework grades are modified based on students' individual needs (i.e. IEP, 504 Plans). Students are expected to turn in homework weekly for lower elementary (K-2) and daily for upper elementary (3rd-8th).

Furthermore, we feel that the responsibilities for homework are shared jointly among teacher, parents, and students. Parents please make sure that your child has a quiet place to complete homework without any interruptions. Students in third grade and above are asked to write their homework down in their agendas. For more details on the homework policy, please refer to the El Sol Academy Grading Policy.

The main purposes generally associated with homework are as follows:

- To give students a chance to review and practice what they have learned
- To help students develop time management, study, and organizational skills
- To provide parents with insights into what is being taught in the classroom and the progress of their children

Homework Time

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. Students who do not finish classroom work may be asked to complete it at home, which could increase homework time. If your child is spending an inordinate amount of time on homework, you should contact your child's teachers. Starting in 3rd grade, students will begin having homework in English Language Arts as well. The following represents a suggested guide.

Grade	Suggested Time Schedule for HW	PLUS (+)	Recreational Reading
K	10-15 minutes	+	10-15 minutes
1	10-20 minutes	+	10-20 minutes
2	15-25 minutes	+	15-25 minutes
3	30-40 minutes	+	20-30 minutes
4	40-50 minutes	+	20-30 minutes
5	50 minutes	+	20-30 minutes
6-8	20 minutes per subject	+	20-30 minutes

Accelerated Reader

Students at El Sol Academy participate in the Accelerated Readers Program. Students are required to read every night. Teachers assign the number of minutes required. Online tests are taken during homeroom, recess, lunch, or language arts classes. Grade level teams will inform

parents and students when AR tests will be taken. Parents may go online to www.arbookfind.com to find books at their child's reading level.

Yearly reading totals are as follows:

1st grade goal	=	100,000 words
2nd grade goal	=	200,000 words
3rd grade goal	=	300,000 words
4th grade goal	=	400,000 words
5th grade goal	=	500,000 words
6th-8th grade English Class Student goal	=	750,000 words
6th -8th grade Honors English Class Student goal	=	1,000,000 words

Progress Reports

Approximately six weeks after the start of a new trimester, parents will be notified of any academic concepts their child is struggling with and if there are any study habits that are not satisfactory. Parents are asked to sign each progress report, return it to school the next day, and the homeroom teacher will provide a copy for parent files.

Report Cards

Report cards are issued at the end of every trimester. The first two are given to parents during Parent Conferences, and the third is sent home on the last day of school with students. Report cards will include academic performance grades, study habits, citizenship, and teacher comments.

Parent-Teacher Meetings and Conferences

Parent-teacher meetings constantly take place at El Sol. Parents are encouraged to assume an active role in their child's education. We do ask, however, that appointments be made with the teacher. Your child's teacher will arrange an appropriate time and place to meet.

Parent-teacher conferences where parents are given a detailed assessment of their child's performance are held twice a year with the student's homeroom teacher. The first conference is mandatory for all students. The second conference is a choice for parents whose students are at grade level, but mandatory for students who are below grade level. Throughout the school year, parents are always welcome to contact teachers to arrange a conference. Teachers may request a parent conference at any time as well. Please call the school or email teachers to set up a meeting.

Promotion/Retention

When a student's grades and test scores fall below the set standards, a Board of Review comprised of teachers, the Student Success Team (SST) Coordinator, and an administrator meets with the parents to discuss recommendations for promotion or retention. The school will make every attempt to consult and work with parents to help support student's academic challenges throughout the year.

Testing

Students at El Sol are tested yearly using school and state-mandated assessments to measure student progress in the areas of reading, language, and math. In addition, teachers use a variety of multiple assessment measures to track their students' achievement and overall academic progress. These assessments also serve as a tool in the classroom and guide instructional practices. Thus, enabling teachers to adjust and/or modify the content being taught. The following tests are administrated over the course of the year, with parents notified of their child's results:

School

Writing Proficiency Test: Grades K-8
Benchmark Tests: Grades K-8

State

Smarted Balanced Assessment (California Standards Tests) English Language Arts, Spanish Language and Mathematics:
Grades 3-8
State-Mandated Science Test: Grade 5 and 8
State-Mandated Physical Fitness Test: Grades 5 and 7

Extended Day Program

The Extended Day Program is an enrichment program aimed at helping students academically and a place where students find a variety of enrichment activities and lessons to develop many different skills and knowledge. For those enrolling in the program there are three different sections:

- Students who participate in the program every day and attend regular classes. These students must participate in enrichment classes. They can opt for a second enrichment class depending on age, space, and other teacher criteria. (Funded by the ASES Grant, the school and the parents).
- Students who participate in the program every day and were referred by the teachers to receive intervention classes. These students may not be allowed to participate in any additional individual or small group enrichment activity during the program hours. Enrichment will be provided for this group as a class. These students have the highest priority at the time of enrollment. (Funded by the school).
- Students who only attend the program to take enrichment classes. This group of students does not attend the program every day. They have the lowest priority at the time of enrollment. The cost of the program is $10.00

Attendance

It is essential that students be prompt and regular in attendance. Every absence, even for part of the day, interferes with your child's progress in school. *Absence from school is the greatest single cause of school failure.* Student(s) should not be absent from school unless it is absolutely necessary. If your student is absent, please call the office the morning of the absence.

Elementary K-5th Grade: (714) 543-0023
Middle School 6th – 8th Grade: (714) 834-1071

If you are not able to call, please send a note explaining the absence when your child returns to school. When a child is absent, the Office Assistant calls the student's home to verify the absence.

Excused Absence

These are the kinds of absences that will be excused:

- If student(s) are ill
- If someone in the student's family passes away, (1-day absence is excused for local and 3 days for out of town).
- If student(s) need to observe a religious holiday
- If student(s) have to go to a doctor, dentist, or other medical professional- please bring a doctor's note upon return.
- If student(s) are ordered by the government to be somewhere else, such as in court
- If student(s) participate in "Take Child (son/daughter) to Work Day.

When a student has been absent, the student must bring to school on the first day they return a written excuse from his/her parent/guardian explaining why he/she was absent. The excuse should include the date(s) student was absent, the reason for the absence, and the signature of the student's parent/guardian or of a doctor who has treated him/her.

If a student is frequently absent, the School Administration may ask the student's parent/guardian to provide more information about his/her absences.

Unexcused Absence

Any absence that does not match one of the above-mentioned situations is an unexcused absence.

- Absence from school without parent consent
- Unexcused 'personal' reasons that do not relate to situations listed above
- Vacations or other activities taken during the school year

Early Dismissal

A note from home is necessary when a student is to be dismissed early from school. If you wish to pick up your child during the school day, please make arrangements to have him or her signed out in the school office. Students may only be released to adults listed on the

emergency card. We have established this procedure for the protection of all students. Please make every effort to schedule appointments after 3:00 p.m. **Dismissal within the last 15 minutes of the school day is very DISRUPTIVE to the classes.**

Medical Appointments

Please try to schedule all medical/dental appointments after school whenever possible. If an appointment must be made during the day, the parent will then need to come to the office at the designated time to sign the student out. Students should remain in school before and after all appointments.

Independent Study

When you know in advance that your child is going to be out of school for **3 days or more** for a reason other than illness, please contact the teachers in advance so that they can prepare an Independent Study Package for your child; so the absences will not be considered unexcused. Then, parents need to fill out the Independent Study Contract Form at the office with the Office Assistant. Upon return to school, parents need to return all work to the teachers. The absences will not be marked as Independent Study until all the assigned work is completed and returned.

Health and Safety

Accidents

In the case of most minor scrapes or falls, a capable and caring staff member will treat students. Should the injury be determined to be serious, parents and/or those designated on the emergency cards will be notified as soon as possible. Emergency medical services will be summoned as necessary.

Campus Security

We appreciate everyone's cooperation in helping to keep our students safe. Our gates on Halesworth Street are always locked from 8:00 - 5:45 p.m. All of our parents and visitors are asked to come in through the front office where they need to sign in and out. Students will only be dismissed in the care of parents or those listed on the emergency card.

Child Abuse

In accordance with California State Law, our staff is obligated, under penalty of a fine or jail term, to report the reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, sexual abuse, or exploitation.

Contagious Diseases

The following communicable diseases **must be reported to school office**: chicken pox, pink eye, strep throat, measles, and lice. Please contact the school within 24 hours of diagnosis so that appropriate measures may be considered. Students must be cleared through the office before returning to class.

Emergency Situations

State regulations require us to have valid emergency numbers on file for every student. Please make certain the office has a current phone listing for you and at least two emergency numbers in the event that you cannot be reached. Should any change occur, please notify the school office immediately of new telephone numbers.

In the event of an earthquake, teachers will direct students to "duck, cover, and hold." They will remain under cover until the shaking ceases, and they are notified that it is safe to evacuate the classrooms. Upon command, students will be evacuated to the fire drill area in the school. If there is a situation threatening our school structure and the safety of our students, they will be taken to Willard Junior High School.

In the event of a major earthquake, school will NOT BE DISMISSED AND STUDENTS WILL REMAIN UNDER THE SUPERVISION OF SCHOOL AUTHORITIES until the danger has passed. At that point, a parent or an adult listed on the emergency card may pick up their child(ren).

Harassment Policy

In accordance with the laws of the State of California, El Sol Academy is committed to provide an environment free from harassment of any form. Harassment of any student by any

other student, parent, or school employee is prohibited. The school will respond to allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Illness

El Sol believes that it is not in the best interest of ill children to be sent home alone. If a child is determined to be too ill to remain at school, the office staff will notify the parents or designated emergency contact to pick up the child at school and to transport him/her home.

Any student who has head lice will be sent home and cannot return to school until the student's parent can show proof of effective treatment. If head lice become a persistent or reoccurring problem, clearance from the health department may be necessary.

Immunizations and Health Requirements

Each student is required to submit a Record of Immunizations in order to comply with the Orange County Health Department regulations and to be in compliance with the State of California. Currently, an immunization record (yellow card) must be submitted showing the individual shots and dates they were given.

All children must have their immunization record up to date prior to their first day of enrollment at the school. All children entering 1st grade must have and bring proof of a full dental examination done within the last 12 months and have a health checkup completed within 18 months of their admission or no later than 90 days after starting 1st grade. This checkup includes immunizations and the TB skin test.

EL Sol Academy's Dress Code

Pride in one's appearance is important in fostering good self-esteem and a positive attitude toward school and others. Therefore, the students at El Sol Academy are expected to attend school in a clean and well-presented manner, wearing clothing consistent with the uniform policy. Parent adherence to the policy is important in fostering student responsibility, self-respect, and a sense of community. Parents' consistent support of the charter rules and philosophy is very important.

Students must adhere to the school's uniform policy as follows:
All clothing must fit properly and be in good condition, clean, free of tears, ragged edges, and safety pins. Cartoon characters, team logos, or brand names are not acceptable on uniform clothing.

Uniform Dress Code
Tops:

- Red, navy blue, or white
- Solid colored shirts, with sleeves and collars, for both boys and girls
- Turtlenecks, sweaters, sweatshirts, and vests may be worn if they are red, navy blue, or white.
- *El Sol Spirit shirts and sweatshirts may be worn any day and are encouraged on field trips.*

Bottoms:

Pants/Shorts/Skirts/Skorts/Dresses/Jumpers. –

- Girls' shorts/skirts need to be no shorter than 2 ½ inches above student's knee.
- Boys' pants/shorts cannot sag or be worn below the waist – NO EXCEPTIONS.
- Navy, khaki, and school plaid in uniform style.
- Cargo pants, skinny pants, and sweats ARE NOT ALLOWED.
- Leggings and tights are allowed only if they are red, white, or navy blue under a skirt or dress.

Belt:

Solid brown, black, or navy belt must be worn when belt loops are present.

Shoes:

Tennis shoes are recommended. **All shoes must have closed toe, ankle height, and a heel**. Boots and rain boots permitted due to weather. No dress boots, high heels/platforms, flip-flop, sandals, or dress up shoes, please.

Hats:

No hats may be worn on campus.

Socks:

All socks need to solid white, blue, or red. Students in Middle School may wear black socks.

Free Dress Days

Students in Middle School may request Free Dress Days on Fridays. If approved, students need to follow the following guidelines. Shirts may not be spaghetti straps, have any cartoons, or inappropriate sayings or symbols. Skirts and dresses shorter then 2 inches above the knees may not be worn. Students need to wear a belt.

Spirit Days

Throughout the school year there are certain days where students are able to participate in Spirit Days. Flyers will be sent home in Thursday packets announcing Spirit Days and specifications. Shirts may not be spaghetti straps, have any cartoons, or inappropriate sayings or symbols. Bottoms should follow uniform dress code, unless otherwise specified on flyers. Shoes should follow uniform dress code as well.

Physical Education

Due to limited space availability and other safety factors, please be aware that the students will no longer dress-out during their physical education classes. On days that your child has PE, we ask that students dress in tennis shoes and comfortable uniform clothes to permit them to participate in all PE activities.

Hair & Grooming

Hair must be neatly groomed and styled in a way so that it does not interfere with the student's vision. No dying or use of colored gels on hair (temporary spray dye may be used during Spirit Week only). If earrings are worn, they must be post-style for safety reasons. No makeup, no tattoos or writing on body. Hoods are only to be worn on cold days.

***** if you need help finding school uniforms, please contact Sara Flores af (714) 543-0023**

Violation of Dress Code Policy

A student who violates the dress code policy will receive a written warning that must be signed by the parent.

The first time will be a warning, thereafter, the student may receive:

- Discipline Points
- Recess detention
- Lunch detention
- Meeting with parent and student
- In-school suspension
- Loss of privileges, including fieldtrips and other school related events

Hygiene

Personal hygiene is important for all students. Being clean and neat helps student(s) stay healthy, feel better, and work better at school.

Student Discipline Policy

The El Sol Elementary and Middle School discipline policy has been developed to make sure all students are able to develop physically, mentally, emotionally, and socially in a secure, orderly, and productive learning environment. It has also been developed so teachers have guidelines and the support they need to teach efficiently. Finally, the school disciplinary policy provides parents with the knowledge that their student(s) will be treated fairly.

The policy works to ensure that:

- A safe and productive learning environment will be maintained for all individuals at school and at school related activities.
- Conflicts will be handled without the use of violence or threats of violence and with respect for the rights of all.
- Students and staff will be expected to be on task at all times while in the classroom or at other learning activities.

This discipline policy takes into account all non-negotiable rules, district level rules, and classroom rules. Students, parents, and staff members must have a clear understanding of what is considered unacceptable behavior at El Sol Academy. They must also know the consequences for unacceptable behavior and at what level the classroom teacher or administration assumes responsibility for conferring with students and parents regarding behavior problems.

Behavior Code

The following behaviors are prohibited at school, at any school-sponsored activity or event (including but not limited to festivals, dances, fieldtrips), or while on a bus:

- Behavior that interferes with learning, including disrespect and failure to follow reasonable directions
- Damaging school property or the property of others
- Damaging or setting off a fire alarm (except in cases of fire on school premises).
- Dishonesty
- Distribution, use, access, upload, or download of vulgar, obscene, or threatening materials and/or graphics
- Fighting and/or play fighting
- Leaving a class or the school without permission
- Physical contact that is inappropriate.
- Possessing or using tobacco or any smoking paraphernalia.
- Possessing, using, selling, buying, giving away, bartering or exchanging any alcoholic beverage or illegal drug
- The misuse of technology (refer to Electronic Resources – Authorized User Policy).
- The sale, give-away, barter, exchange or distribution of any food, non-prescriptive or prescriptive drugs, materials, substances, toys, or other personal belongings without the consent of the administrator in charge.
- Theft

- Littering
- Using inappropriate language, whether written or spoken
- Verbally or physically abusing teachers, administrators, students, or any other person, including but not limited to, acts of sexual harassment, threats, or intimidation
- Bus misconduct [for field trips/school sponsored trips]

Bullying

Bullying is one of the most underrated problems in schools. Teachers, administrators, students, parents, and support staff work as a team in taking action against bullying.

Bullying means any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks, of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, name calling, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Discipline System

El Sol Academy uses a point system for student discipline for grades 2nd through 8th. Students whose behavior is in violation of any of the above guidelines will be subject to a point-

based system of social development and discipline. This system is designed to be a firm, fair, and consistent way of working with young people in their social development.

Parent(s) will be notified in writing each time their child receives a point. Students are expected to have their points signed and returned to the issuing teacher or staff member the next school day. If it is not returned, parent(s) will receive a phone call and the student will receive another discipline point. When a student accumulates 6 points, the school, will notify their parent(s) both by phone and in writing that their child has either a discipline committee meeting or Saturday detention.

Discipline is a process designed to teach, model, and use natural consequences to bring about responsible behaviors necessary to ensure a secure, orderly, and productive learning environment by helping change unacceptable behavior to acceptable behavior.
Acceptable student behavior includes:

- Respect for self, all fellow students, all faculty, and all visitors to the school
- Courtesy in speech and manner
- Cooperation with all teachers, class, and school policies
- Self-control in dealing with others
- Concern for the safety and well-being of others
- Acceptance of responsibility for academic learning

Kindergarten and First Grade

Student(s) in these two grade levels will receive appropriate and immediate consequences for unacceptable behavior (i.e. lying, pushing, biting, placing hands on a classmate, etc). Consequences will be given by grade level teachers, and if necessary the administration will become involved. Some of these consequences may be seating on the lunch tables during recess and/or lunch, computer and classroom privileges taken away, suspension for extreme cases.

POINT SYSTEM (2nd - 8th grade)

This system is a cumulative system of tracking points. Parents will be notified by phone and a point slip will go home for a parent signature, each time a student receives a point or more. Each time a student in grades 2nd through 3rd reaches six points, the Discipline Committee, teacher, parent, and student will come together in a formal meeting to discuss a discipline plan for the student. Each time a student in grades 4th through 8th reaches six points a detention on Saturday from 8:00 am to 9:00 am will have to be served. If a student does not show up for detention, the student will have to serve two Saturday detentions. If a student does not show up to a second detention the Discipline Committee, teacher, parent, and student will come together in a formal meeting to discuss a discipline plan for the student. If a student has to serve two detentions, the Discipline Committee, teacher, parent, and student will come together in a formal meeting to discuss a discipline plan for the student. Excessive number of discipline points and/or Saturday detentions could result in a meeting to discuss the ongoing enrollment of the student at the school.

Students in detention are to be respectful and sit quietly. If they do not follow detention

rules, they will have to serve detention on another Saturday. Until theat detention is served properly, student(s) will not be allowed to participate in any special events or extra-curricular activities, including sports, dances, and/or Student Council duties.

At the end of each trimester, any points issued that trimester that do not total six (6) points, will be forgiven and, as such, no longer count towards a detention. The exception to this is: any points obtained in the final seven (7) days of a trimester will not be forgiven until the end of the following trimester.

What follows is a guideline for teachers and staff to follow in the assigning of points. The examples listed are only examples and are in no way all-inclusive. The judgment of the teacher and staff member will be final in assigning the points based on the nature and severity of the infraction. Classroom teachers may also be giving other immediate consequences (i.e. loss of recess, classroom privileges, fieldtrips, etc.) that are appropriate for unacceptable behaviors.

Elementary Point System (2nd-5th Grade)

1 point
- Chewing gum
- Running in class
- Being outside without a pass
- Misbehaving in line
- Not following recess and lunch procedures such as standing when the bell rings at the end of recess)
- Littering
- Not turning in behavior form with parent signature

2 points
- Violation of school dress code
- Going into office without a supervisor or teacher's note
- Inappropriate use of playground equipment
- Tardies during rotation

3 points
- Talking back to adults
- Rough playing
- Running away from authority
- Leaving lunch tables early
- Playing in restrooms
- Disrespectful to substitute teachers

4 points
- Offensive use of language
- Throwing food (food fights)

5 points
- Destruction of school property (restrooms, classrooms, etc.)
- Inappropriate display of affection (kissing, touching)

6 points (may also result in a suspension)

- Physical violence
- Throwing wet papers to the walls, ceiling or floor of the restrooms.
- Urinating purposely outside urinals or toilets.
- Bullying (verbal or written threats towards anyone)
- Harassing
- Use of profanity
- Stealing
- Vandalism
- Sexual Harassment
- Possession of weapons

Middle School Point System

1 point

- Chewing gum
- Being outside without a pass
- Misbehaving in line
- Littering
- Not turning in behavior form with parent signature

2 points

- Violation of school dress code
- Going into office without a supervisor or teacher's note
- Sleeping in class
- Tardies during rotation
- Note passing
- Not waiting in line
- Splashing water at fountains
- Playful pushing and shoving

3 points

- Playing in restrooms
- Forging signatures
- Talking to people on the other side of school gate

4 points

- Talking back to authority
- Disrespectful to substitute teachers
- Using cell phones during school hours
- Inappropriate use of Internet at school (Facebook, Youtube, Myspace, Twitter)
- Misbehaving on school bus

5 points

- Inappropriate display of affection (kissing, touching)
- Disruptive behavior during school hours.
- Inappropriate games
- Inappropriate behavior during rotation

6 points (may also result in a suspension)

- Physical violence
- Throwing wet papers to the walls, ceiling or floor of the restrooms.
- Urinating purposely outside urinals or toilets.
- Bullying (verbal or written threats towards anyone)
- Harassing
- Use of profanity
- Stealing
- Vandalism
- Sexual Harassment
- Possession of weapons
- Possession or use o an illegal drug or misuse or distribution or sale of any prescribed drug or any over the counter medication
- Any criminal act

Students, parents, and staff will demonstrate self-respect, respect for others, and respect for all things in their environment. Since behavioral development is an on-going process that involves the entire school, any teacher, faculty, or staff member can give any student a point. This discipline policy applies to all students at any time they represent the school. This includes the bus, fieldtrips, sporting events, dances, and any other special or extra-curricular event.

Student Suspension and/or Recommendation for Expulsion

For specific offenses, the state law allows for the suspension (Education Code § 48900 a-q) of a student if a school investigation shows the student--while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity--has engaged in any of the following acts:

Assault/Battery

Causing, attempting to cause, or threatening to cause physical injury to another person, including a school employee. Also included are attempted sexual assault, sexual assault, and sexual battery. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

Weapons

Possessing, selling, or otherwise providing any weapon--including guns, knives, explosives, or simulated weapons, including toys such as pellet, air soft, paintball, BB guns, and water guns. Also applies to use of any object in a threatening manner, including traditional classroom supplies such as pencils, pens, and paperclips.

Alcohol/Intoxicants/Controlled Substances

Unlawfully possessing, using, selling, or otherwise providing alcohol, intoxicants (including inhalants such as glue, paint or liquid paper) or controlled substances, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants, or controlled substances.

Substance in Lieu of Alcohol/Intoxicants/Controlled Substances

Delivering, providing, or selling items, which are claimed to be alcohol, intoxicants, or controlled substances, but were not such items.

Drug Paraphernalia

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

Tobacco or Nicotine Products

Possessing, providing, or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. Under district policy, a fourth offense requires an expulsion referral.

Robbery and Extortion

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

Property Damage

Causing or attempting to cause damage to school property or private property. Parents or guardians are legally responsible to pay for any losses or damage to public property caused by a student.

Property Theft

Stealing or attempting to steal school or private property, or receiving stolen property. Parents may be required to pay for damages.

Obscenity

Committing an obscene act or engaging in regular profanity, swearing, or vulgarity. Also applies to sexual acts, even if consensual.

Disruption or Defiance

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials, or other school staff performing their duties.

Hate Violence (Grades 4-12)

Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property. **This includes but is not limited to negative behaviors that target members of a particular gender, race, ethnicity, religion, sexual orientation, or the mentally or physically challenged.**

Threats and Intimidation

Harassing, intimidating, or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating

against that student for being a witness, or both. Also applies to verbal or written threats against school officials or threats to cause major property damage.

Harassment (Grades 4-12)

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, creating substantial disorder, or creating a hostile educational environment.

Hazing

Engaging in or attempting to engage in any activities used for initiation or pre-initiation into a student organization or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm, applies to any student attending any school or school event.

Sexual Harassment

Inappropriate verbal, written, or physical conduct of a sexual nature may be defined as sexual harassment and, as such, shall be fully investigated and immediate and appropriate corrective or disciplinary action shall be initiated. A substantiated charge against a student shall subject that student to disciplinary action including suspension or expulsion.

It is important for parents to help the school explain to student(s) the importance of reporting all incidents that may relate to sexual harassment. It is equally important that parents help the school system explain to students the absolute prohibition against such acts and the consequences for acting in any manner that may be interpreted as harassing. Any student or parent who alleges sexual harassment may complain directly to the Administration, teacher, or other adult on the school campus.

With the support and cooperation from all members of El Sol the discipline policy will ensure that all students and teachers are in a safe, orderly, and productive learning environment. In addition, we believe that the discipline policy will support teachers and it will ensure parents with the knowledge that their student(s) will be treated fairly.

Student Work and Organization

Students should always strive to do their best on all of their work, at home and at school.

Teacher … Parents Communicator Folders

Students in grades Kindergarten – 8th grade receive weekly communication packets, via email, twitter, website or the Thursday envelopes.

Student Agenda

Students in 4th - 8th grade receive student agendas where they will write their homework down on a daily basis. These agendas are designed to help students learn to **organize** their assignments for each class every day. Some grade levels require parent signatures in student agendas to confirm that a parent has reviewed homework assignments. Grade levels requiring parent signatures will inform parents at Back to School Night.

Physical Education Excuses

Students are expected to participate in P.E. every day. A student may be excused from an activity if a parent has written and signed an excuse explaining the illness/injury. This excuse is valid for *no more than three consecutive days.* **To be excused for a period longer than three days, a written statement from the doctor is required.**

El Sol Share Our Selves Wellness Center

The Wellness Center offers care to any student that is injured during school hours. For students to receive care parents must sign a consent form. The forms are available in the main office. If a student gets injured during school, a staff member will walk the student to the clinic to receive care. The parents will be informed if a student receives medical care from the clinic.

Information from A to Z

ASB: Student Government

Student government provides an opportunity for students to participate in the affairs of their school and to become involved in the decision-making process. The El Sol Student Council is composed of both elected and appointed members from the student body and helps in determining school activities and appropriate school functions. Elections are held at the end of the school year and members serve for one year.

Awards

El Sol Academy takes great pride in recognizing and rewarding students for positive character and achievement throughout the school year. Teachers bestow Student-of-the-Month Awards to those who have shown improvement, achievement, or outstanding character. At the end of each trimester, students who have perfect or outstanding attendance are recognized.

Birthdays

Monthly birthday celebrations will take place in each classroom. On the day designated by each classroom, parents are welcome to bring treats to class as organized by the teacher. Teachers may need to have parents sign up in advance to limit the number of sweet items chosen. Parents may bring in sweet items if they are of a small serving size and follow the "two bite" rule. The "two bite rule" means that the portions of sweets are small enough that they may be consumed in approximately 2 bites of them. This allows the students to have sweet treats without consuming excessive sugars and fats. This practice also fosters healthy eating practices and instructs children in appropriate portion size.

Calendar

A monthly school calendar of events is sent home on the first Thursday of every month highlighting school activities. Updated information can also be found online at www.elsolacademy.net.

Candy and Snack Foods

At El Sol Academy we promote healthy eating habits. As a school rule, we do not allow candy to be eaten on school campus. Students are not allowed to go to the snack truck during school hours and/or ask school staff to purchase from the truck. This applies to students who participate in the Extended Day Program.

Students are not allowed to sell candy and/or snack items at any time before, during, or after school. Students may receive 3 discipline points. In addition, an immediate consequence could be given but not limited to the following:

- Confiscate sale items and money
- Detention at recess and lunch
- Conference with student and parent
- In-School Suspension (conference with student and parent)

Cell Phones on Campus

Cell phones are the way students communicate with their parent(s)/home. However, in order to minimize distractions, academic dishonesty, and loss/theft; El Sol Academy has developed a Cell Phone Policy/Contract. Students in grades 4th through 8th are allowed to carry a cell phone, if they have a Cell Phone Policy/Contract in file.

Cell phone use is prohibited during class instruction (bell to bell) and passing periods. Use is interpreted as using any cell phone function or feature, not just the sending or receiving of calls. This includes use in hallways, restrooms, offices, and any other place on campus. Students may **NOT** ask for a restroom pass to use their phones. Cell phones must be on silent or turned off and kept out of sight in student backpacks.

Those who choose to bring a cell phone to school must have a signed Cell Phone Permission Slip on file. There are no exceptions to this rule.

Character Counts

Our teachers and staff work hard to build great character in each student. We use the Six Pillars of Character: **T**rustworthiness, **R**espect, **R**esponsibility, **F**airness, **C**aring, and **C**itizenship to teach students how to be terrific (TRRFCC) leaders and citizens in their community.

Communication

Excellent communication with families is of paramount importance to us. We communicate regularly in a variety of ways:

- **NEWSLETTER:** The administrative newsletter informs parents of activities taking place at El Sol and in the community.
- **WEBSITE:** Please visit our website for any updates, news and information: www.elsolacademy.net.
- **TWITTER:** Please visit our twitter for any updates, news and information: @elsolacademy.

Counseling

El Sol Academy has a full-time Mental Health Clinician to provide individual and group counseling. A teacher, parent, or administrator may refer a child to the Mental Health Clinician for evaluation and treatment. Additionally, we have partnerships in the community to which we coordinate student and family referrals.

Dances

Middle school students (6th-8th Grade) are able to participate in school dances. Participation in school dances is a privilege that students must earn. There are three dances a year organized by ASB. Students must return a signed permission form when buying a dance ticket. In addition to granting permission to attend the dance, students and parents acknowledge and understand the rules governing appropriate dancing. The school rules and dress code are to be followed and are enforced; students must be picked up within 15 minutes after the conclusion of the dance or consequences may be issued.

Emergency Cards

It is very important to keep phone numbers and addresses updated on your child's emergency cards. When there has been a change to either, please let the office manager know.

Emergency Drills

Regular emergency drills are required by law and are an important safety precaution. It is essential that when the first signal is given, students obey orders promptly and clear the building by the prescribed route as quickly as possible. Students are required to remain quiet and attentive in order to receive necessary instructions. *Consequences will be assigned to students who do not follow the directions of any staff member.*

Extended Day

The Extended Day Program is an enrichment program aimed at helping students academically and a place where students find a variety of extracurricular activities and lessons to develop many different skills and new knowledge. For those enrolling in the program there are three different statuses: students who participate in the program every day and attend regular classes (may participate in extracurricular classes-art, dance, etc), students who participate in the program every day and attend intervention classes, or students who attend the program to take extracurricular classes. For more information and an application please see the Extended Day Program Assistant.

Field Trips

Teachers may schedule field trips during the year to enhance and support the instructional program. A student permission form will be sent home for parents to sign, allowing the student to attend the trip. Teachers will notify parents if volunteers are required. For safety, siblings are not allowed to attend school field trips.

Student(s) must leave to a fieldtrip on the form of transportation stated on the permission slip and must return to school by the same means of transportation. A parent is not allowed to fill out an Early Release Form and take his/her child home from the fieldtrip location. Fieldtrips are a privilege and may be taken away (as stated in the Discipline Policy), if student(s) do(es) not follow school rules.

Forgotten Items/Parent Deliveries

If a child forgets an item at home, **parents are permitted to bring the forgotten items into the classroom**. Parents must check in at the front office, prior to walking to the classrooms to drop off the forgotten items, including lunch.

Health Office

The school health office provides emergency first aid to students for accidents or sudden illnesses occurring at school. Students must report to the health office with a teacher's note. Health office personnel will notify parents when students are ill; students are not to contact parents themselves. California State Law stipulates students enrolled in public school must have, on file, up to date immunization records. The school should be notified/informed of any physical condition that could have an effect upon the student's well-being and/or general health.

Items NOT Permitted at ANY Time

The following items are not permitted and will be confiscated. Students may receive discipline points based on the items confiscated on campus. As an immediate consequence students may lose a recess or lunch recess if a student has the item in his/her possession.

In the case of electronic games and music players (i.e., iPod, MP3), parents must come to the office (after school) to sign for and retrieve the item and detention may be assigned.

- Permanent Markers or felt pens of any kind
- Liquid White Out
- Electronic games and music (i.e., DS, iPod, MP3)
- Aerosol/spray cans or bottles
- Hairspray
- Marbles
- Toys, stuffed animals
- Trading cards, Pokemon cards, etc.

Lost and Found

Parents should be sure to have proper identification (student's first and last name) marked on articles of clothing and all personal property. The school is not responsible for lost or damaged articles. All lost items may be claimed before school, during nutrition or lunch, or after school. The Lost and Found area for the elementary campus is outside of room 16 and on the middle school campus is outside room 30. Stolen items should be reported immediately. All items not claimed at the end of each month will be given to charitable organizations.

Medications

Medication forms, obtained from the office, are available for students who are required to receive medication, including over-the-counter medicines. A written request from the parent/guardian as well as from the doctor must be on file with the office. Parents are to provide the necessary medication in the detailed pharmacy container with the student's full name clearly labeled. Any over-the-counter medication must be in the original packaging and clearly labeled with the student's full name. All medications must be kept in the office. ***Students are not to be in possession of any medication while on campus.***

The school should also be notified if a student is on any regular medication regardless of whether it is administered at school.

*Cough drops, medicated or non-medicated are not allowed on school campus.

*Parents may come to the school office to administer medication.

Snacks and Lunch

Student snacks and lunches brought to school from home are kept in the classrooms. Please ensure to send a *healthy snack and lunch for your child.* Encourage your children to bring home any food they do not eat, so that you will know what they are eating. Please mark their lunches with their first and last names. All students must eat snacks and lunches in the designated eating areas. Students MAY NOT EAT by the classrooms or walk around the campus as they eat. All trash should be thrown into a trashcan.

- **Snacks:** All children have a morning nutrition break. Children are encouraged to bring healthy snacks to eat at this time, i.e. fruit, crackers and cheese, etc.
- **Lunch:** El Sol provides a lunch program for all students. Lunch is $2.15 a day. The school also has a free and reduced price lunch program for those families who qualify under federal requirements. Please see the Food Program Assistant in the office for further information.

We ask that you review the following lunch procedures with your child:

1. Lunch bags and boxes should be labeled with student's names.
2. There will be a container in the office for snacks and lunches brought to school after the start of the school day. Clearly mark these with the student's name and grade.
3. ***Food MUST be consumed at the lunch tables, no exceptions.***
    - ***Students, especially in grades 5-8 cannot purchase items from the food vendors or food truck or have staff members purchase food for them at any time.***
4. Playground equipment (i.e. balls, jump ropes, etc.) is not allowed at the lunch tables.
5. Students must sit at designated tables while eating.
6. Students must sit for 15 minutes at their tables before being excused – no exceptions.
7. Students may not walk or run with food in their mouth.
8. Students must keep hands, feet, and food to themselves.
9. To be dismissed after the first 15 minutes, students need to:
    - Make sure their area is clean
    - Remain seated
    - Wait to be individually dismissed by an adult
10. Students must throw trash in the appropriate trash containers when dismissed.
11. Students must walk from the lunch area to the playground after being dismissed.
12. Parents visiting during lunch may sit at the family designated table. (*as space allows)

Pets

No pets of any kind are allowed at school without permission from the school. Teachers may give special permission for pets to be brought to school as part of a special display or activity if approved by the administration. Under no circumstance is a potentially dangerous pet to be brought to school.

Parent Messages

One of our goals at El Sol is to enable "teachers to teach, and students to learn." In order to accomplish that goal we are always looking for ways to protect the valuable instructional time in the classroom from unnecessary interruptions. *Parent requests to get messages to their child or the teacher during the instructional day can have a significant impact on the teacher's ability to keep a class focused on instruction.* Therefore, we request that you help eliminate any unnecessary classroom interruptions.

- ***Please do not call the office to relay messages to your child/ren unless it is an absolute emergency.***

- ***Inform your children, before they leave for school in the morning, of any plans for after school that they may need to know such as:***

  - Who is picking them up after school?
  - Whom are they going to go home with?
  - Do they need to go to daycare today?
  - What are they to do if it rains?
  - Do they have their homework?

Parent Teacher Organization (PTO)

The El Sol Academy Parent/Teacher Organization (PTO) has two primary objectives:

1. Build a strong relationship between the faculty, staff, and parents to insure a united effort to create the best learning environment for our children.
2. Raise funds that enrich and improve the quality of the educational environment for the children of El Sol Science and Arts Academy.

Pictures/Consent to Photograph

Members of the media, including newspaper photographers and television camera crews, may visit our campus during the school year to photograph and/or interview children. Parents are asked to fill out, sign, and return a permission slip so that your child may participate. Except for a media request on a controversial matter, which we would notify you separately, the permission will cover the entire school year. Your signature also permits El Sol Academy to use the photographs or interviews in our own publications and on our Internet web site.

Selling Things at School

Student(s) are not allowed to sell things like Pokemon cards, toys, Girl Scout cookies, candy bars, gum, or baseball cards to other students or teachers at school. Student(s) are also not allowed to trade or give away these things at school.

Student Support Services

El Sol Academy has the services of a Speech and Language Therapist, a RSP teacher, and a school psychologist for students who qualify for these services. Students experiencing academic or behavioral difficulties may be referred to the Student Success Team. This team will meet with the student, parents, teachers, and administration to discuss strategies and design an improvement plan that will help the student become successful. Teachers or parents may refer a student to the team at any time.

Textbooks

Textbooks are provided for each student as used in each content area. Textbooks must be covered with appropriate protective material. NO sticky covers! Damaged textbooks will be charged according to the damage; full replacement price will be charged for all lost textbooks. Students must clear textbook records before final grades will be issued and/or school functions can be attended.

Traffic

It is quite busy during morning drop-off and afternoon pick-up with both students and vehicles. To reduce the congestion and make this area safe for our students, drive with caution and do not stop or block the entrance or exit. Please cross your child at the designated crosswalk and wait for the El Sol Staff member to give you permission to walk across. Staff has been assigned to support students during daily pick-up and drop-off. Their first priority is the welfare of students. Please be respectful of them and other parents at all times. We ask that you adhere to the following guidelines:

- Be patient and do not pass other cars while driving on Halesworth or Riverine.
- Always have your children exit the vehicle on the right side, toward the sidewalk.
- Follow the instructions of the staff guiding the traffic.
- Ask your children to follow the instructions of the staff guiding the traffic.
- Cross only through the marked areas supervised by our staff.

Wellness Policy

El Sol follows a comprehensive Wellness Policy, which is provided to all families. See School Wellness Policy for additional information.

School Schedule

Our school office hours are 8:00 a.m. to 4:00 p.m. El Sol Academy's instructional hours are as follows: kindergarten 8:00 a.m. to 2:30 p.m., first thru fifth (1st-5th) grade 8:00 a.m. to 3:00 p.m., and Middle School (6th-8th grade) 8:00 a.m. to 3:30 p.m. On Wednesdays, students in kindergarten thru fifth(K-5th) grade attend school from 8:00 a.m. to 1:30 p.m. and students in 6th thru 8th (6th-8th) grade start at 8:00 a.m. and end at 1:55 p.m.

Recess Schedules

Grade	Regular Day Recess Schedule	Modified Day Recess Schedule	Minimum Day Recess Schedule
Kindergarten	9:05-9:30	9:05-9:30	9:05-9:30
First (1st)	9:30-9:45	9:30-9:45	9:30-9:45
Second (2nd)	9:30-9:45	9:30-9:45	9:30-9:45
Third (3rd)	9:45-10:00	9:45-10:00	9:45-10:00
Fourth (4th)	9:45-10:00	9:45-10:00	9:45-10:00
Fifth (5th)	10:00-10:15	10:00-10:15	10:00-10:15
Sixth (6th)	8:50-9:00	9:25-9:35	9:15-9:25
Seventh (-7th)	9:35-9:45	10:05-10:15	9:50-10:00
Eight (8th)	10:20-10:30	10:45-10:55	10:25-10:35

Lunch Schedules

Grade	Regular Day Lunch Schedule	Modified Day Lunch Schedule	Minimum Day Lunch Schedule
Kindergarten	10:45-11:30	10:45 – 11:30	10:45 – 11:15
First (1st)	11:30-12:15	11:30-12:15	11:15-11:45
Second (2nd)	11:00-11:45	11:00-11:45	11:00-11:30
Third (3rd)	12:15-1:00	12:15-1:00	11:45-12:15
Fourth (4th)	11:45-12:30	11:45-12:30	11:30-12:00
Fifth (5th)	12:30-1:15	12:30-1:15	12:00-12:30
Sixth(6th)	11:10-11:50	11:30-12:00	11:05-11:35
Seventh (7th)	11:55-12:35	12:10-12:40	11:40-12:10
Eighth (8th)	12:40-1:20	12:50-1:20	12:15-12:45

EL SOL SCIENCE AND ARTS ACADEMY
ACCOMPLISHMENTS
Completing 15 years!

AWARDS AND RECOGNITION

- *California Charter School of the Year*
- *California Distinguished School*
- *Title I Academic Achievement Award Winner – two time recipient*
- *MIND Research Institute Partner School of the Year*
- *California Association for Bilingual Educators Seal of Excellence Award*
- *Campaign for Business & Education Excellence (CBEE) STAR award* - two time recipient
- *Starfish Community Award – Healthy Smiles OC*
- *Small Business QLICI of the Year* finalist– Novogradic Journal of Tax Credits
- *Exemplars in Serving English Learners* – National Charter School Resource Center US Department of Education
- *Public Impact* profile – US Department of Education ELL's
- *Best of the Best Award* – Urban Land Institute of Orange County and the Inland Empire (nominated)
- *School Construction magazine* – profile of new classroom design
- *Charters Making a Difference* – Center for American Progress

ADMINISTRATIVE ACCOMPLISHMENTS

- Renewed charter two times
- Negotiated 40 year no-cost lease

ACADEMIC MANAGEMENT

- Refine dual immersion program implementation
- Transition to the Common Core standards
- Transition to the Smarter Balanced Assessments
- Transition to the Local Control Accountability Plan

FISCAL MANAGEMENT

- Enrollment growth from 120 students Kinder – First grades to 975 students in grades PreK – 8th. Waiting list of 900 students.
- Budget growth from $1.5 million to $9.5 million

FUND DEVELOPMENT

$40 million dollars in grants, gifts and facilities funds

- $10 million phase one construction funds
- $25 million phase two construction funds
- $5 million gifts, grants and donations
- Annual High Hopes Luncheon

PRESENTATIONS AND TOURS

- Frequent presentations for local, statewide and national audiences
- Frequent tours for local, statewide, national and international visitors

ENRICHMENT

- Extended Day program serving 400 + students daily
- Annual student musicals
- Regular music and dance performances at fundraisers, House of Blues, community festivals and upon request
- Art exhibits, robotics, newspaper, etc.
- Competitive chess and medal winning mathematics
- Published (UC Press) poetry anthologies – three times

COMMUNITY DEVELOPMENT

- Onsite community health center
- International headquarters Global Girls Rising
- Multiple partners – dental, legal, adult education, food security, health, parent education, etc.

CAMPUS REDEVELOPMENT AND CONSTRUCTION

- Phase One A – complete
  - 12 classrooms, two story
  - LEED Silver, CHPS compliant
  - Natural Light, Super Air Quality, Energy Efficient
- Crosswalk - complete
- Kaboom! Playground – complete
- Phase One B – complete
  - 4000 sq. ft. wellness center
- Phase Two – in planning and development Phase 2A includes development of a two-story, approximately 18,000-square-foot classroom building with 14 classrooms and capacity for 420 students; Phase 2B includes development of a two-story, approximately 17,500 square-foot classroom building with 12 classrooms and capacity for 360 students, including staff and administration space; additionally, a single story, approximately 7,000 square-foot multi-purpose/food service building would be developed just west of the exiting Wellness Center on the main campus. Athletic and Play Facilities – A grass playfield will be installed in the south-east part of the Phase 2A parcel fronting Halesworth, while another grass playfield will be installed on the main campus area between the classroom building and the multi-purpose/food service building

TECHNOLOGY

- A total of 408 PCs have been installed in the classrooms. We have a ratio of approximately one computer for every two students, classroom printers and a laptop cart.
- We have school wide licenses for Jiji, Pipo, AR, Mobymax, Edutyping, Education City, Zingy Science (5th and 8th only) and Microsoft Encarta.
- Each staff member has a laptop.
- Our WIFI network and our network infrastructure have been updated to CISCO equipment, bringing more security and reliability to our network.
- All 4 servers have been replaced with new servers to increase the internal network bandwidth.
- Fiber optic has been installed to increase the response of the core network equipment in our internal network.

EL SOL ALUMNI UNIVERSITY ATTENDANCE

Stanford
UC Berkeley
American University
UCI
UCR
UC Davis
Cal State Fullerton
Vanguard University
Redlands University
Cal State Dominguez Hills
Cal State Chico
Texas Christian University
Santa Ana College
Williams College

PARTNERSHIPS

SOS, Hoag Hospital and Children and Families Commission partnered on the SOS-El Sol Wellness Center
Healthy Smiles For Kids of OC provides dental care to all El Sol Families
Sage Hill School mentorships and reciprocal learning experiences
UCI Program in Nursing Science trains students at El Sol
Chapman University
California State University Fullerton
PIMCO Workplace Mentoring Program with Big Brothers, Big Sisters
Public Law Center
Legal Aid
Second Harvest Food Bank
Sapphire in Schools
Rancho Santiago Community College
Global Girls Rising
And many, many more.....

EL SOL IN THE NEWS

Building
http://www.projectfrog.com/projects/featured_projects/

http://www.youtube.com/watch?v=3dumkCU0ri0

http://vimeo.com/90591834

http://www.wired.com/2013/05/project-frog/all/

http://www.ocregister.com/articles/building-602028-school-classrooms.html

http://www.edudemic.com/project-frog-aims-to-build-your-entire-school-in-90-days/

http://www.novoco.com/new_markets/awards/2013/winners/small_business.php

http://www.youtube.com/watch?v=IK-KEathdG4

http://orangecounty.uli.org/wp-content/uploads/sites/41/2012/03/ULI-Bob-Placemat-FINAL-adjusted.pdf

Education

https://www.youtube.com/watch?v=J5ptQDSDj_A&feature=youtu.be

http://www.publiccharters.org/category/success/page/5/

http://californiaschildren.typepad.com/californias-children/2010/09/santa-anas-el-sol-hilighted-in-new-ellcharter-schools-report.html#.U-EubFZyR94

http://lorettasanchez.house.gov/press-release/rep-loretta-sanchez's-amendment-strengthen-charter-schools-community-involvement

http://cdn.americanprogress.org/wp-content/uploads/issues/2010/09/pdf/charter_schools.pdf

http://issuu.com/chapmanu/docs/cmmag_spring12/29

http://europeesplatform.nl/vvto/wp-content/uploads/sites/7/2013/09/Folder_USA_study_trip_20131.pdf

http://www.escholarship.org/uc/item/9t13c8ht

http://abc13.com/archive/8591380/

Don't know where this came from
http://www.educator.com/charter-schools/el-sol-science-and-arts-academy-of-santa-ana-review/

Older
http://www.theliberaloc.com/2010/07/26/santa-anas-el-sol-academy-beats-the-odds/

http://www.youtube.com/watch?v=yQe44OsR2U0

http://parentingoc.com/2010/12/charter-schools/

http://www.ocregister.com/articles/school-322565-sol-santa.html

http://www.voiceofoc.org/healthy_communities/article_6cda1b1c-f2ce-11e1-b48f-001a4bcf887a.html

http://trendmag2.trendoffset.com/publication/index.php?i=57230&m=&l=&p=27&pre=1&ver=swf

http://mindresearch.net/media/pdf/pressReleases/2010/MI_Awards_Honors_PR_092310.pdf

PROGRAMS FOR FAMILIES

Parent Teacher Organization (PTO)- Meets monthly (First Thursday of the month at 6:16pm and First Friday of the month at 8:15am). Gives opportunity for parents and teachers to give their input on expenses, decisions on field trips for students, and hosts events for families, such as Noche De Altares, and Music & Arts Festival.

Children Investigating Science with Parents and Afterschool (CHISPA)- is a project that strives to address the disparity in science achievement of Latino children in the United States. It is done in collaboration among the Miami Science Museum (now the Patricia and Phillip Frost Museum of Science), the National Council of La Raza (NCLR), and ASPIRA. Science Program for students in Extended Day, where students do hands-on science experiments, towards the end of the year students and parents will be going to the CA Science Center.

Science Demonstrations- this is monthly hands-on science experiments led by parents and community volunteers. Every month it is a different experiment, experiments are done in every classroom Kinder-5th grade and some middle school classes. Parents are taught the material, given the lesson and then give the demonstration to a classroom and do the experiment with the students: 25 classrooms, about 20 parents and 20 community volunteers.

Padres Compremetidos- NCLR – The *Padres Comprometidos* 8-Week program trains parents who are not traditionally involved with schools to:

- Understand the United States public school system.
- Develop goals for their children to ensure they attend college.
- Understand the academic requirements for college readiness.
- Model behaviors at home that encourages and promotes learning.

The Program encourages parents to become familiar with their child's teacher, assigns homework to parents, and encourages them to meet with teachers and counselors to seek information related to their child's academic performance.

- See more at:
http://www.nclr.org/index.php/issues_and_programs/education/parent_engagement/elementary_padres_comprometidos/#sthash.toJcX7MI.dpuf

We've got your back Community-Based Program- WGYB is a weekend nutrition program created by Giving Children Hope to feed homeless children in Orange County. Students enrolled in the program have been identified as homeless through the Orange County's school districts and Orange County Department of Education under the McKinney-Vento Homeless Assistance Act.

English as a Second Language Program (ESL)- is for non-English speaking adults in an English Speaking community. It provides communication skills and cultural knowledge necessary for future opportunities. The ELS classes are offered Monday through Thursday from 6-830pm. There are currently 8 classrooms being used with about 15-20 students in each class.

Spanish Classes Liberia Martinez de Chapman- The college of Educational Studies is offering a specially designed Spanish course at Liberia Martinez de Chapman University for English speaking parents of children who participate in a dual-immersion program. We have about 10 parents currently taking this class.

Middle School Parent Support Group- a group of 8 parents that meet quarterly to discuss current "issues", similar success stories, and encourage on another to support their teen son or daughter. They often bring a specialist to be educated on different topics, such as a Mental Health Clinician to learn about social-emotional health.

Zumba classes- parents will lead a morning Zumba class and it is mostly moms that attend this class but they love it! It gives them a good-workout and energy for the remainder of the day. Parents use one of the classrooms, which gets full very quickly. When possible, they have the Zumba class outdoors (for instance on a Saturday when there are no students on campus).

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) Parent Support Group- is the nation's leading non-profit organization for individuals with ADHD, their families and professionals. This is a monthly support group for parents and it is open to the public that provides a forum in learning more about ADHD in children and adults.

Providence Speech & Hearing – offers a variety of speech and hearing services for children and adults. Accepting most major insurance companies and medical groups, they also provide grants, scholarships, and financing options for patients from low-income families. They do screenings for our preschool program in the beginning of the year, in October and refer students and families if needed; approximately 80 students are screened every year.

Backpacks- Back to School- we reach out to different resources to have new backpacks with supplies for students in the beginning of the school year and throughout the year, if needed. We give about 400 backpacks in the beginning of the school year and about 75 throughout the year. Families sign-up at school registration and their information is kept confidential.

Service Learning with Sage Hill High School – our 3rd grade students go to Sage Hill HS (a private high school in Newport Beach) once a month and work on a **Science** Lecture. When students go to a field trip, parents are able to chaperone and experience the trip with their son or daughter, for instance the month of March they went to the beach and learned about...
In **4th grade,** Sage Hill students coming to El Sol and spend their day with our students and work on a **Writing** lecture. The Service Learning Program is great because it gives our elementary students the chance to have a high school "buddy" and learn from their peers. It is great since a couple of the Sage Hill Students in this program are El Sol Alumni.

Parent Meetings (child care available= good turnout)

i. LCAP- parents give input
ii. Wellness Policy – worked on with parents, partners, admin
iii. Immigration Reform – parent in the field hosted this

Food Distribution

b. Produce Education Program
c. UCI Parent Meetings – Wellness Education
d. McKinney-Vento - 71 students, __families

2. Events

e. Noche De Altares- cultural event that city hosts
f. Fall Festival/Music & Arts Festival
    i. Performances: students, parents, partners, others
g. WRAD – 2nd Annual
h. Movie Nights – in this community, makes a difference!
i. Resource Fair- community programs that offer resources
j. Pacific Symphony – parents are able to have a Family Day
k. UCI Theater -
l. Field Trips
    i. Sage Hill- parents chaperone
    ii. Pretend City
m.

2. Services
    a. Buss Passes -
    b. Uniforms Scholarships
    c. Computers for parents/families
    d. Vision Screenings
    e. BMI
    f. Dental Screenings
    g. Medical services
    h. Covered CA eligibility

EL SOL SCIENCE AND ARTS ACADEMY OF SANTA ANA
Board of Directors

2015 – 2016

El Sol Science and Arts Academy
1010 N. Broadway
Santa Ana, CA 92701

CHRISTINA ROMERO
President
Executive Director
Santa Ana College Foundation

ALMA ALVAREZ
Member
BSA officer
Mega Bank

KRISTY OLENDORFF
Treasurer
Vice President
Clearinghouse CDFI

ANGIE SIGALA
Secretary
Managing Attorney
Alcorn Associates LLC

SASHA TALEBI
Vice President
Financial Manager
Sequence Venture Group, LLC

Monique Daviss
Executive Director

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE:	**Ratification of Tentative Agreement with Santa Ana Educators' Association (SAEA) for 2016-2019 School Years**
ITEM:	**Action**
SUBMITTED BY:	**Mark A. McKinney, Associate Superintendent, Human Resources**
PREPARED BY:	**Mark A. McKinney, Associate Superintendent, Human Resources**

BACKGROUND INFORMATION:

The purpose of this agenda is to seek Board ratification of the Tentative Agreement with the Santa Ana Educators' Association (SAEA) for the 2016-19 school years.

Under the provisions of Government Code Section 3457.5, local educational agencies are required to publicly disclose the provisions of all collective-bargained agreement before entering into a written agreement.

RATIONALE:

The District and SAEA agreed to a mutual interest to reach an agreement quickly. This agreement is a result of negotiations between the District and SAEA. Subsequently to the Tentative Agreement, SAEA membership approved the proposed Tentative Agreement with a ratification approval of 99% with 55% of the members voting.

FUNDING:

General Fund

RECOMMENDATION:

Ratify the Tentative Agreement with the Santa Ana Educators' Association (SAEA) for the 2016-2019 school years.

MAM:nr

Tentative Agreement
Between
Santa Ana Educators' Association
And
Santa Ana Unified School District
May 13, 2016

Article I: Duration

1.1 This Collective Bargaining Agreement (CBA) is made and entered into this ~~8th~~ _____ day of ~~December, 2015~~ _____, **2016** between the Santa Ana Unified School District, 1601 East Chestnut Avenue, Santa Ana, California 92701, hereinafter referred to as the "District", and the Santa Ana Educators' Association/CTA/NEA, 2107 North Broadway, Suite 305, Santa Ana, California 92706, hereinafter referred to as the "Association".

1.2 The term of this Agreement is for three (3) years commencing July 1, ~~2013~~ **2016** and terminating June 30, ~~2016~~ **2019**. This Agreement shall be entered into upon ratification by the Association and the District.

1.3 Both parties agree that during the term of this Agreement, either party may demand bargaining pertaining to State or Federal legislation.

1.4 Other sections of the CBA may be re-opened only by mutual consent except where specifically permitted by the CBA itself or required by law.

1.5 **Upon ratification of the 2016 – 2019 Collective Bargaining Agreement (CBA), but no later than October 1, 2016, each party shall present proposals for re-openers on Article VII: Wages and Wage Provisions and Article XV: Benefits for 2017 – 2018; in addition, each party may re-open two (2) other articles.** ~~No later than May 31, 2016 each party shall present proposals for a successor agreement.~~

Article VII: Wages and Wage Provisions

7.5 Regular Salary Schedule

7.5.1 The 2015 – 16 teachers' and psychologists' salary schedules shall be increased by 8.0% from the 2014 – 15 salary schedules beginning July 1, 2015. The 2015 – 16 teachers' and psychologists' salary schedules shall be increased an additional 1.0% **from the 2014-15 teachers' and psychologists' salary schedules** after the close of business on June 30, 2016. **In addition, the 2016 – 17 teachers' and psychologists' salary schedules shall be increased by 1.0% from the 2015-16 salary schedules beginning July 1, 2016.**

5/10/16

5/13/16

Additional Elements to the 2016-17 Tentative Agreement

Wages and Wage Provision

A. For the 2016-17 school year, each bargaining unit member in paid status with the District as of September 1, 2016 shall receive the equivalent of 1.0% one-time, off–schedule payment paid on the November pay-warrant. The calculation of the 1.0% shall be based on the unit member's placement on the 2015-16 teachers' and psychologists' salary schedules after the close of business on June 30, 2016.

B. Bargaining unit members hired between July 1, 2016 through September 1, 2016 shall receive a 1.0% one-time, off-schedule payment based on their initial step and column placement on the salary schedule. The calculation of the 1.0% shall be based on the unit member's equivalent step and column on the 2015-16 teachers' and psychologists' salary schedules after the close of business on June 30, 2016.

Employee Benefits

A. The District shall absorb all increased health benefits costs for SAEA members for the 2016-17 school year. The increased benefits costs covered by the District for all SAEA members for the 2016-17 plan year shall be considered as part of a total compensation package offered by the District for the 2016-17 school year.

Clean-up Language

A. SAUSD and SAEA agree to write proposals that clarify language, update the contract and to remove outdated terms in the CBA.

B. SAUSD and SAEA agree to write non-economic proposals that re-write and/or clarify language for Article XV: Employee Benefits on or before November 1, 2016.

Mark A. McKinney	Date	Barbara Pearson	Date
Associate Superintendent		Bargaining Chair	
Santa Ana Unified School District		Santa Ana Educators' Association	

5/13/16 5/13/16

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

AL MIJARES, Ph.D.
County Superintendent
of Schools

ORANGE COUNTY
BOARD OF EDUCATION
JOHN W. BEDELL, PH.D.
DAVID L. BOYD
ROBERT M. HAMMOND
LINDA LINDHOLM
KEN L. WILLIAMS, D.O.

June 10, 2016

John Palacio, Board President
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701

Rick Miller, Ph.D., District Superintendent
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701

Re: Disclosure of Collective Bargaining Agreement – Santa Ana Educators' Association (SAEA)

Dear Mr. Palacio and Dr. Miller:

Thank you for the submission of the disclosure of collective bargaining agreement for the Santa Ana Educators' Association (SAEA) bargaining unit. The Orange County Superintendent of Schools has reviewed the District's disclosure in accordance with Assembly Bill (AB) 1200 (Statute of 1991, Chapter 1213) and Government Code 3547.5 as amended by AB 2756.

The tentative agreement covers the period from July 1, 2016 through June 30, 2019. The District and SAEA agree to a 1.0% increase to the 2015-16 salary schedule effective July 1, 2016, plus a 1.0% one-time off schedule increase for 2016-17. The proposed agreement results in an increase of $7.0 million in 2016-17. It's worth noting that the 1.0% increase from this tentative agreement is in addition to a 1.0% increase for 2016-17 that was included in the December 2015 agreement. The combined effect of the December 2015 agreement and this tentative agreement is a 2.0% ongoing salary increase and a 1% one-time increase for the 2016-17 fiscal year.

The District will absorb all increased health benefits costs for SAEA members for the 2016-17 school year and shall be considered part of the total compensation package offered by the District for the 2016-17 school year.

It should be noted that upon ratification of the 2016-2019 collective bargaining agreement, but no later than October 1, 2016, each party shall present proposals for re-openers on Article VII: Wages and Wage Provisions and Article XV: Benefits for 2017-18. In addition, each party may re-open two other articles.

We would like to extend our thanks to your staff for the thorough and timely preparation of the disclosure of collective bargaining agreement. If you have any questions, please call me at (714) 966-4229 or Chris Lombardo at (714) 966-4248.

Sincerely,

Christopher W. Lombardo
Director, Business Services

cc: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO
Tina Douglas, Assistant Superintendent, Business Services

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE:	**Approval of Compensation Increase for Management, Supervisory, and Confidential Employees not Represented by a Union**
ITEM:	**Action**
SUBMITTED BY:	**Mark A. McKinney, Associate Superintendent, Human Resources** **Stefanie P. Phillips, Ed.D., CBO, Deputy Superintendent, Operations**
PREPARED BY:	**Tina Douglas, Assistant Superintendent, Business Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of compensation increase equal to that of Santa Ana Educators' Association (SAEA) for all Management, Supervisory, and Confidential employees that are not represented by a union.

The Economic increases have been negotiated for the District bargaining group, SAEA and therefore, will be applied to the compensation of Management, Supervisory, and Confidential employees. The agreement reached with the District bargaining group is that of a salary increase of 1.0% on the salary schedule effective July 1, 2016, and a one-time 1.0% off salary schedule payment. The one-time 1.0% off-scheduled payment for Management, Supervisory, and Confidential employees shall be based upon the placement on the 2015-16 salary schedules as of June 30, 2016.

The breakdown of the increase is listed below:

Management (Certificated/Supervisory/Classified)	$637,414
Confidential	$ 37,222
Total	$674,636

RATIONALE:

Management and confidential employees are unrepresented employee groups. Since economic negotiations with SAEA have been completed, it is customary that when economic incentives are negotiated that unrepresented labor groups also see an increase in compensation.

FUNDING:

General Fund

RECOMMENDATION:

Approve the compensation increase for all Management, Supervisory, and Confidential employees as outlined above.

MAM:SP:TD:nr

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Local Control Accountability Plan Approval**

ITEM: **Action**
SUBMITTED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**
PREPARED BY: **Lucinda N. Pueblos, Assistant Superintendent, K-12 School Performance and Culture**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Local Control Accountability Plan (LCAP).

ITEM SUMMARY:

Districts are required to hold at least 2 public hearings to discuss and adopt their LCAPs.

RATIONALE:

A public hearing was approved at the June 7, 2016 Board meeting. The purpose of the public forum was to solicit recommendations and comments regarding the Local Control Accountability Plan. The LCAP is intended to ensure school districts provide a high quality instructional program for all students, and to ensure students leave our schools college and career ready. The LCAP is required to address eight priorities outlined by the state: basic services, implementation of Common Core State Standards, course access, student achievement, parental involvement, student engagement, school climate, and other student outcomes.

This agreement supports LCAP goal 1.1: "Provide equitable student access to a rigorous standards-based, instructional program that includes, but is not limited to high quality instruction, instructional materials, academic supports, and technology-based resources."

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Local Control Accountability Plan.

LP:sz

Introduction:

LEA: Santa Ana Unified School District **Contact (Name, Title, Email, Phone Number):** David Haglund, Ed.D, Deputy Superintendent, Educational Services, david.haglund@sausd.us, (714) 558-5523 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	**Impact on LCAP**
The Santa Ana Unified School District values stakeholder engagement to inform decisions related to the Local Control Accountability Plan. Engagement includes the dissemination of information, reflection on implementation and revision of implementation practice Parent and Community Engagement: During the months of November through January of the 2015-16 school year,	SAUSD staff, parents, students and community stakeholders have come to view the LCAP process as a legitimate means for contribution to our collective impact at the site and District levels. Overall, the top priority for parents as we look at the revision to the Local

all schools hosted LCAP Stakeholder Engagement Meetings both in the morning and the evening to support parental and community input. Over 130 meetings were held and a total of 5,900 parents and community members participated in the conversations. Principals provided an update on school actions and school progress, to meet the SAUSD LCAP Goals on Teaching and Learning, Engagement and Climate/Culture. Principals and school staff asked for input from parents and staff to address areas of need for growth and improvement. Each principal selected the high priority items in each of the goals from the meetings, and added the information onto a Google Document to help to identify district-wide priorities as identified by the stakeholders.	Control Accountability Plan addressed the need to continue to provide programs to support literacy and mathematics, provide tutoring and support for students who may be having difficulty, ensure that schools are safe and that they have ample supervision to ensure safety. Parents and community members also requested that the District continue to support the arts and provide extra-curricular activities to engage more students. The LCAP goals have been integrated into each school's Single School-wide Plan for Student Achievement to ensure alignment of the site-based decision-making and budgeting processes. Parents, students, and staff at the sites have direct input via the School Site Council.
Internal Stakeholder Engagement:	
Internal stakeholder engagement was extremely important as it involved work around the development of a "Blueprint for Action", to ensure that we continue progress to improving college and career readiness for all students. During the 2014-15 school year, we commissioned Ed Trust - West to complete a transcript audit of the class of 2014 to identify barriers that may be in place that may prohibit students from accessing rigorous course work. The audit included meeting at all high schools with parents, students, teachers, counselors and administrators, and also meetings at four of our intermediate schools to learn about systems at that level. In addition, the audit required surveys from all district level departments to identify best practice. At the conclusion of the audit, Ed Trust- West identified fourteen areas of concern. During this current 2015-16 school year, five monthly meetings were scheduled and held with teachers, counselors, and administrators (approximately 140 people) to address the findings and to work collaboratively to develop actions to better align our programs to ensure equity and access for all students. Additionally, external stakeholders comprised of higher education partners, community members and OCDE partners, served on a Steering Committee to review our work each month and to provide input and guidance. As we worked to address the findings of the audit, there was a clear alignment to the goals of the LCAP and the need to address gaps in support for English	The findings of the transcript audit revealed areas of concern as we work to serve students of special populations such as English Learners and students with special needs, and also differences in services provided at schools across the district. The work of the committees identified areas of focus to remove the barriers that may have hindered access to rigorous coursework required for college readiness and acceptance. Specific actions to address the areas of concern have been included into the LCAP to address the findings. The "Blueprint for Action" will be presented to the Board of Education in July 2016 for approval. Additional collaboration was evidenced during the school year as members of the School Climate Committee presented, along with a member of the SAUSD Board of Education, at the California School Board Association conference, to demonstrate our progress in the implementation of Positive Behavior Intervention Supports (PBIS) and restorative justice (RJ) practices to reduce student suspensions and expulsions. SAEA and CSEA Members agreed fully with the progress made toward meeting the goals of the LCAP to date. Staff members also made recommendation to continue to support literacy by expanding library hours at all school sites. Additionally, teachers requested support for student literacy by providing additional instructional support by providing smaller class sizes at all grade levels. Finally, they also requested additional support through professional development opportunities to support implementation of the new state

Learners and Students with special needs.

Student Voice:

In SAUSD, we believe that students bring meaningful perspectives and insights into their own educational experience within our district and our schools. Our respect for our own students, combined with the intent of the LCAP to encourage districts to engage with and listen to their community stakeholders, has led to our commitment over multiple years to include student voice in our LCAP planning in meaningful ways.

This year, teams of upper management engaged in a series of LCAP interactions with both high school and intermediate school students. At the high school level, we held 7 LCAP interaction sessions with nearly 2000 students to listen to and document student thinking about their educational experiences and opportunities. At the intermediate school level, we met with nearly 1000 students at 9 intermediate schools to similarly capture and analyze student thinking.

Our high school sessions asked groups of 300 students, chosen in a manner to approach a random sample across the school, to respond to essential questions related to a range of school-related topics. Individual students recorded their personal responses, and then discussed them with student colleagues and school staff. We then collected this data, transcribed or photo-captured student responses, and shared back with site leadership teams. While we offered nearly a dozen discussion topics, students across schools overwhelmingly chose to discuss issues related to school discipline and the school to prison pipeline, expansion of opportunities to pursue personal interests, and experimentation with alternative and personalized school schedules. They also had a lot to say about the quality of school food.

We developed a different protocol for our intermediate school sessions that would be more appropriate for younger learners. Each school selected 90 - 100 students who were divided into three rotations. One rotation focused on capturing student narratives about powerful learning experiences, another rotation engaged students in a discussion about their perceptions of their

standards and integration of digital learning and technology integration.

Our high school sessions asked groups of 300 students, chosen in a manner to approach a random sample across the school, to respond to essential questions related to a range of school-related topics. Individual students recorded their personal responses, and then discussed them with student colleagues and school staff. We then collected this data, transcribed or photo-captured student responses, and shared back with site leadership teams. While we offered nearly a dozen discussion topics, students across schools overwhelmingly chose to discuss issues related to school discipline and the school to prison pipeline, expansion of opportunities to pursue personal interests, and experimentation with alternative and personalized school schedules. They also had a lot to say about the quality of school food.

We again collected student responses - scanning student written responses in both the high school and school learning environment discussions, and collecting the student video narratives. While our intermediate students were more reserved in their critiques of their experiences, they did offer lots of helpful feedback in terms of their perceptions of academic rigor and challenge, their desire for more universally available support and guidance, and at some schools, a call for improved safety and supervision. As is the case with the high school sessions, we return the input data to school leadership teams for their discussion and review.

It's important to note that these LCAP sessions not only generate a tremendous amount of student perception data and suggestions for improvement, but provide a venue for students to practice and engage the education system in ways that recognize their role as important stakeholders.

current school learning environment, and the final rotation brought in high school students to facilitate a dialogue around the high school experience and how it could be improved. Future Process: Target monitoring and annual review will be ongoing . It is the intention of the district to report to stakeholders the outcomes of the metrics in the fall 2016 , after Smarter Balanced Assessment Consortium (SBAC) and other data are reported. In November 2016, the process of engaging stakeholders through site and district level LCAP meeting will begin again to allow staff, parents and members of the community to continue the LCAP engagement and review process.	Revision of metrics and goals will be determined by outcomes of progress monitoring and input received from members of the Board of Education, internal and external stakeholders.
Annual Update: Information from all of the Stakeholder meetings has been documented in a document provided to all site and district leaders to input the top three recommendations in each goal area from each meeting. This information has been reviewed and will provide direction for the revision or development of new action steps to better serve our students.	**Annual Update:** Input received from the parent meetings were transcribed and additional services have been added to the LCAP. Parents, Students, Teachers, other staff members and community members made the following recommendations: Continued access to tutoring and intervention; Improved communication with parents to inform them of student achievement and needs Continued access to athletics and field trip opportunities for enrichment Continued support to schools to increase library hours for student and families

	Ensure that all school have ample supervision to support a safe learning environment Reduce class size to better support student learning Reduce student to counselor ratio at the secondary level Continue to provide personalized learning opportunities Continue to support instructional practice with professional learning opportunities
Approval Process April 12, 2016, LCAP Draft provided to the Board of Education Board at a working meeting to gain input from SAUSD Board members. April 25, 2016, LCAP Draft presented and provided to DAC/DELAC to gain additional input from parent leaders. May 24, 2016, the LCAP overview will be presented to the Board of Education in general session. May 26, 2016 the LCAP will be posted on the district website for public input. May 26, 2016, the LCAP translated draft will be provided to DAC/DELAC members for review and opportunity to provide final input. June 7, 2016 the LCAP will be presented during the Public Hearing at the Board Education meeting. June 28, 2016, the LCAP and Budget will be submitted to the Board of Education for final approval. On June 29, 2016, the Board approved LCAP will be submitted to the Orange County Department of Education.	Community Stakeholders had opportunity to review and provide additional commentary regarding the LCAP. Progress updates were presented at the board meetings and DAC/DELAC to inform the community about progress toward our goals, activities and metrics.
The final data metrics will be reviewed in September 2016 with all stakeholders to adjust and to begin the revision of the next LCAP for 2017-18.	Input from stakeholder meetings will be utilized to make adjustments to the 2016-17 school year LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Our students need the knowledge, skills, and values to become productive citizens in the 21st century.	
Goal Applies to:	Schools:	District Wide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1a: Early Literacy | 34.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2016) 1b: EL Redesignation | 65% of EL students will be reclassified with five (5) years of entering an EL program (2015-16) 1c: Algebra Proficiency | 35.2% of 10th graders will score at or above a MAP RIT score of 235 (Fall 16-17) 1d: A-G Course Completion | 44% of graduates will meet UC/CSU A-G course requirements (2015-16) 1e: College Readiness | 41% of 11th grade students will be college ready or conditional status in ELA (SBAC 15-16) | 22% of 11th grade students will be at college ready or conditional status in Math (SBAC 15-16) 1f: Post-Secondary Persistency | 84% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2014) 1g: EL Proficiency | 60% of EL students will make progress towards English proficiency as measured by the state assessment (2015-16) 1i: Algebra Readiness | 39.1% of 9th graders will score at or above a MAP RIT score of 230 (Fall 16-17) 1j: Enrollment in Post-Secondary Education | 71% of students will be enrolled in college at any time during the first year after high school (Class of 2015) 1k: Attendance | Increase the districtwide attendance rate to 96.7% (2015-2016) 1L: Chronic absenteeism | Reduce the chronic absenteeism rate to: 3% (elementary), 3% (intermediate), 7.5% (high school) (2015-16) 1m: Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2015-16) 1n: High School Dropout | Reduce the high school cohort dropout rate to 5.5% (2015-16) 1o: High School Graduation | Increase the high school cohort graduation rate to 91.0% (2015-16) 1p: AP Passage | Increase the percentage of total AP students passing at least one AP exam (3+ score) to 49% in 2016 1q: AP Course access | 25.1% of HS students will be enrolled in at least one AP course (2015-16)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned instructional materials, academic supports, and	District-wide	X All OR: _ Low Income pupils _ English Learners	$5,865,129 LCFF sources Lottery: Instructional Materials

technology-based resources. Full implementation of the new CA State Standards and assessments. Expand efforts to support student attainment of the State Seal of Biliteracy.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2: Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,066,243 LCFF sources Title I, Part A
1.3: Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion, and dual enrollment.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$222,249 LCFF sources
1.4:Conduct an Equal Opportunity Study (transcript review and blueprint for action) to determine where equity issues exist within current practices and how to reduce their impact on student attainment of college readiness standards. Action Completed : Spring 2016	High Schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and Advancement Via Individual Determination (AVID) program at all school levels.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	$1,372,342 LCFF sources Title I, Part A

		_ Other Subgroups: (Specify)	
1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and implement an International Baccalaureate (IB) program at Saddleback HS and Mc Fadden Intermediate School.	High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$950,492 LCFF sources
1.7: Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs at all schools.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,141,506 LCFF sources Title I, Part A Title II, Part A California Career Pathways Trust Local sources
1.8: Increase availability of Career Technical Education (CTE) & Regional Occupational Program (ROP) courses and academies.	High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,143,071 LCFF sources Carl Perkins Title I, Part A Irvine Mathematics Project - UCI Gear Up IV (RSCC Fiscal Agent) California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary
1.9: Create course options by establishing a virtual school that promotes course choice at the high school level and enhances personalized learning options across all grade levels.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$823,516 LCFF Sources Title I, Part A Title II, Part A

1.10: Support extended learning opportunities for low-income pupils by providing early childhood education, before and after school programs, tutoring, academic summer school programs, and transportation services.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$38,017,189 LCFF sources Title I, Part A 21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II Child Development Head Start Migrant Education
1.11: Ensure success for low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$100,939 LCFF sources Title I, School Improvement Grant QEIA
1.12: Provide EL student services including, but not limited to, newcomers programs, and summer English Language Development (ELD) extended learning academy. Provide Long-term English Learner (LTEL) teacher training.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$6,014,715 LCFF sources Title I, Part A Title III, LEP
1.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$50,000 LCFF sources
1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services	District-wide	_ All OR:	$7,759,824 Special Education

and supports as listed in Individualized Education Programs (IEPs).		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Department of Rehab: Workability II, Transition Partnership

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1a: Early Literacy | 37.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2017) 1b: EL Redesignation | 70% of EL students will be reclassified with five (5) years of entering an EL program (2016-17) 1c: Algebra Proficiency | 38.7% of 10th graders will score at or above a MAP RIT score of 235 (Fall 17-18) 1d: A-G Course Completion | 46% of graduates will meet UC/CSU A-G course requirements (2016-17) 1e: College Readiness | 44% of 11th grade students will be college ready or conditional status in ELA (SBAC 16-17) | 25% of 11th grade students will be at college ready or conditional status in Math (SBAC 16-17) 1f: Post-Secondary Persistency | 87% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2015) 1g: EL Proficiency | 65% of EL students will make progress towards English proficiency as measured by the state assessment (2016-17) 1i: Algebra Readiness | 43.0% of 9th graders will score at or above a MAP RIT score of 230 (Fall 17-18) 1j: Enrollment in Post-Secondary Education | 73% of students will be enrolled in college at any time during the first year after high school (Class of 2016) 1k: Attendance | Increase the districtwide attendance rate to 96.8% (2016-2017) 1L: Chronic absenteeism | Reduce the chronic absenteeism rate to: 2.5% (elementary), 2.5% (intermediate), 7.0% (high school) (2016-17) 1m: Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2016-17) 1n: High School Dropout | Reduce the high school cohort dropout rate to 5.0% (2016-17) 1o: High School Graduation | Increase the high school cohort graduation rate to 92.5% (2016-17) 1p: AP Passage | Increase the percentage of total AP students passing at least one AP exam (3+ score) to 54% in 2017 1q: AP Course access | 26.3% of HS students will be enrolled in at least one AP course (2016-17)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the new CA State Standards and assessments. Expand efforts to support student attainment of the State Seal of Biliteracy.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,647,218.57 LCFF sources Lottery: Instructional Materials

1.2: Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$1,989,474.40 LCFF sources Title I, Part A
1.3: Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion and Dual enrollment.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$213,991.67 LCFF sources
1.4: Conduct an Equal Opportunity Study (transcript review and blueprint for action) to determine where equity issues exist within current practices and how to reduce their impact on student attainment of college readiness standards. Action Completed: Spring 2016	High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and Advancement Via Individual Determination (AVID) program at all school levels.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$1,321,354.26 LCFF sources Title I, Part A
1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and implement an International	High Schools	_ All OR:	$915,177.93 LCFF sources

Baccalaureate (IB) program at Saddleback HS and McFadden Intermediate School.		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7: Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs at all schools.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,024,788.27 LCFF sources Title I, Part A Title II, Part A California Career Pathways Trust Local sources
1.8: Increase availability of Career Technical Education (CTE) & Regional Occupational Program (ROP) courses and academies. Ensure all CTE courses are A-G approved to support college readiness.	High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$4,951,988.03 LCFF sources Carl Perkins Title I, Part A Irvine Mathematics Project - UCI Gear Up IV (RSCC Fiscal Agent) California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary
1.9: Create course options by establishing a virtual school that promotes course choice at the high school level and enhances personalized learning options across all grade levels.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$792,919.48 LCFF sources Title I, Part A Title II, Part A
1.10: Support extended learning opportunities for low-income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth	$36,604,718.17 LCFF sources Title I, Part A Title I, Core Set Aside

		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II Child Development Head Start Migrant Education
1.11: Ensure success for low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$97,188.90 LCFF sources Title I, School Improvement Grant QEIA
1.12: Provide EL student services including, but not limited to, newcomers programs and summer English Language Development (ELD) academy. Provide Long-term English Learner (LTEL) teacher training.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,791,247.13 LCFF sources Title I, Part A Title I, Core Set Aside Title III, LEP
1.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$48,142.33 LCFF sources
1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Education Programs (IEPs) for additional students above 2013-2014 baseline numbers.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth	$7,471,519.02 LCFF Sources Special Education Department of Rehab: Workability II, Transition Partnership

		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1a: Early Literacy | 40.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2018) 1b: EL Redesignation | 75% of EL students will be reclassified with five (5) years of entering an EL program (2017-18) 1c: Algebra Proficiency | 42.6% of 10th graders will score at or above a RIT score of 235 (Fall 18-19) 1d: A-G Course Completion | 48% of graduates will meet UC/CSU A-G course requirements (2017-18) 1e: College Readiness | 47% of 11th grade students will be college ready or conditional status in ELA (SBAC 17-18) | 28% of 11th grade students will be at college ready or conditional status in Math (SBAC 17-18) 1f: Post-Secondary Persistency | 90% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2016) 1g: EL Proficiency | 70% of EL students will make progress towards English proficiency as measured by the state assessment (2017-18) 1i: Algebra Readiness | 45.2% of 9th graders will score at or above a RIT score of 230 (Fall 18-19) 1j: Enrollment in Post-Secondary Education | 75% of students will be enrolled in college at any time during the first year after high school (Class of 2017) 1k: Attendance | Increase the districtwide attendance rate to 96.9% (2017-18) 1L: Chronic absenteeism | Reduce the chronic absenteeism rate to: 2.3% (elementary), 2.3% (intermediate), 6.5% (high school) (2017-18) 1m: Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2017-18) 1n: High School Dropout | Reduce the high school cohort dropout rate to 4.5% (2017-18) 1o: High School Graduation | Increase the high school cohort graduation rate to 94.0% (2017-18) 1p: AP Passage | Increase the percentage of total AP students passing at least one AP exam (3+ score) to 59% in 2018 1q: AP Course access | 27.5% of HS students will be enrolled in at least one AP course during the academic year (2017-18)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the new CA State Standards and assessments. Expand efforts to support student attainment of the State Seal of Biliteracy.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,722,734.08 LCFF sources Lottery: Instructional Materials
1.2: Implement progress monitoring (growth) assessments for all academic programs. Engage	District-wide	X All OR:	$2,016,077.97 LCFF sources

professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title I, Part A
1.3: Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$216,853.21 LCFF sources
1.4: Conduct an Equal Opportunity Study (transcript review and blueprint for action) to determine where equity issues exist within current practices and how to reduce their impact on student attainment of college readiness standards. Action Completed: Spring 2016	High Schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and building the Advancement Via Individual Determination (AVID) program.	District wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$1,339,023.63 LCFF sources Title I, Part A
1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and implement an International Baccalaureate (IB) program.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	$927,415.83 LCFF sources

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7: Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs at all schools.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,065,236.22 LCFF sources Title I, Part A Title II, Part A California Career Pathways Trust Local sources
1.8: Increase availability of Career Technical Education (CTE) & Regional Occupational Program (ROP) courses and academies. Ensure all CTE courses are A-G approved to support college readiness.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,018,206.81 LCFF sources Carl Perkins Title I, Part A Irvine Mathematics Project - UCI Gear Up IV (RSCC Fiscal Agent) California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary
1.9: Create course options by establishing a virtual school that promotes course choice at the high school level and enhances personalized learning options across all grade levels.	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$803,522.53 LCFF sources Title I, Part A Title II, Part A
1.10: Support extended learning opportunities for low-income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:	$37,094,202.34 LCFF sources Title I, Part A Title I, Core Set Aside 21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II

		(Specify) Students w/Disabilities	Child Development Head Start Migrant Education
1.11: Ensure success for low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	$98,488.52 LCFF sources Title I, School Improvement Grant QEIA
1.12: Provide EL student services including, but not limited to, newcomers programs and summer English Language Development (ELD) academy. Provide Long-term English Learner (LTEL) teacher training.	District-wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,868,688.61 LCFF sources Title I, Part A Title I, Core Set Aside Title III, LEP
1.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$48,786.09 LCFF sources
1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Education Programs (IEPs) for additional students above 2013-2014 baseline numbers.	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:	$7,571,429.37 LCFF Sources Special Education Department of Rehab: Workability II, Transition Partnership

		(Specify) Students w/ Disabilities	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Students will have equitable access to high quality curricular and instructional program that is accessible from school and home.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Our students need equitable access to high quality curricular and instructional program that is accessible from school and home.	
Goal Applies to:	Schools:	District Wide
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	2a: Student access to technology | 88% of students surveyed will indicate that they have access to Internet and wireless at home | 90% of students surveyed will indicate that they have access to computers at home | 65% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be 1.08 to 1 | The ratio of students to "access for all" 1:1 access to mobile device will be 1.7 to 1 (New) (2016-17) 2b: Extracurricular participation rates | 36% of High School students will participate in more than one extracurricular activity; 37% of Intermediate School students will participate in more than one extracurricular activity (Spring 2016) 2c: Highly qualified teachers | 100% of courses will be taught by highly qualified teachers (2016-17) 2d: Professional development | 60.2% of instructional staff and leaders will participate in more than 15 hours of self-selected professional development during the academic year (2016-17) 2e: Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2016-17)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new CA State Standards and assessments.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$247,580,834 LCFF sources Title I, School Improvement Grant QEIA
2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).	District-wide	_ All OR: _ Low Income pupils _ English Learners	$96,484,289 LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership

		_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	Medi-Cal Billing Option
2.3: Increase resources to schools to support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,518,754 LCFF sources
2.4: N/A Moved to 2.7		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5: Ensure equitable access to the core instructional program, including Visual and Performing Arts (VAPA), foreign language, and physical education courses.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$755,629 LCFF sources
2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, implementing project-based learning, and other elective classes.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	$27,693,704 LCFF sources Title I, Part A Title I, Migrant Ed Title I, School Improvement Grant QEIA

		_ Other Subgroups: (Specify)	
2.7: Increase access to technology that is available to students at school and at home.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$8,110,828 LCFF sources Title I, Part A Local sources
2.8: Provide professional development for teachers to promote the successful implementation of the new CA State Standards, effective technology integration, engagement of restorative justice strategies, and methods to increase the number of recipients of the State Seal of Biliteracy.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,149,689 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Title II, Part A Title III, LEP Local sources
2.9: Support and extend learning opportunities for low-income pupils by increasing library access (staffing and hours of operation) and access to computer resources on campus. Provide computer training for parents.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,805,146 LCFF sources
2.10: Support student learning via science camps and experiential field trips, and offering summer enrichment programs for elementary and intermediate schools.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$28,023 Title I, Part A

2.11: Establish partnerships that ensure student success including, but not limited to, creating a Program Development Office (grant writer), partnering with non-profit organizations to provide Internet access at low cost to families and Internet-enabled devices for student check-out.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$205,732 LCFF sources
2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop native language translations of website (Spanish & Vietnamese).	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,000 Title I, Part A
2.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$81,258 LCFF sources

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	2a: Student access to technology | 90% of students surveyed will indicate that they have access to Internet and wireless at home | 92% of students surveyed will indicate that they have access to computers at home | 75% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be 1.06 to 1 | The ratio of students to "access for all" 1:1 access to mobile device will be 1.5 to 1 (New) (2017-18) 2b: Extracurricular participation rates | 40% of High School students will participate in more than one extracurricular activity; 41% of Intermediate School students will participate in more than one extracurricular activity (Spring 2017) 2c: Highly qualified teachers | 100% of courses will be taught by highly qualified teachers (2017-18) 2d: Professional development | 70.2% of instructional staff and leaders will participate in more than 15 hours of self-selected professional development during the academic year (2017-18) 2e: Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2017-18)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new CA State Standards and assessments.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$238,382,342.67 LCFF sources Title I, School Improvement Grant QEIA Education Protection Account
2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).	District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	$92,899,561.15 LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership Medi-Cal Billing Option
2.3: Increase resources to schools to support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	$10,127,946.04 LCFF sources

		_ Other Subgroups: (Specify)	
2.4: N/A - Moved to 2.7	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5: Ensure equitable access to the core instructional program, including Visual and Performing Arts (VAPA), foreign language, and physical education courses.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$727,555.09 LCFF sources
2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, implementing project-based learning, and other elective classes.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$26,664,786.39 LCFF sources Title I, Part A Title I, Migrant Ed/Summer Program Title I, School Improvement Grant QEIA
2.7: Increase access to technology that is available to students at school and at home.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$7,809,482.88 LCFF sources Title I, Part A Local sources

2.8: Provide professional development for teachers to promote the successful implementation of the new CA State Standards, effective technology integration, engagement of restorative justice strategies, and methods to increase the number of recipients of the State Seal of Biliteracy.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$4,958,360.30 LCFF sources Title I, Part A Title II, Part A Title II, Part B Local sources
2.9: Support and extend learning opportunities for low-income pupils by increasing library access (staffing and hours of operation) and access to computer resources on campus. Provide computer training for parents.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,663,771.08 LCFF sources
2.10: Support student learning via science camps and experiential field trips, and offering summer enrichment programs for elementary and intermediate schools.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$26,982.04 Title I, Part A
2.11: Establish partnerships that ensure student success including, but not limited to, creating a Program Development Office (grant writer), partnering with non-profit organizations to provide Internet access at low cost to families and Internet-enabled devices for student check-out.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$198,088.84 LCFF sources
2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through	District-wide	_ All OR: _ Low Income pupils	$9,628.47 Title I, Part A

the community college, and develop native language translations of website (Spanish & Vietnamese).		X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$78,238.54 LCFF sources

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2a: Student access to technology | 92% of students surveyed will indicate that they have access to Internet and wireless at home | 95% of students surveyed will indicate that they have access to computers at home | 80% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be 1.04 to 1 | The ratio of students to "access for all" 1:1 access to mobile device will be 1.3 to 1 (New) (2018-19) 2b: Extracurricular participation rates | 44% of High School students will participate in more than one extracurricular activity; 45% of Intermediate School students will participate in more than one extracurricular activity (Spring 2018) 2c: Highly qualified teachers | 100% of courses will be taught by highly qualified teachers (2018-19) 2d: Professional development | 80.2% of instructional staff and leaders will participate in more than 15 hours of self-selected professional development during the academic year (2018-19) 2e: Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2018-19)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new CA State Standards and assessments.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$241,570,029.68 LCFF sources Title I, School Improvement Grant QEIA Education Protection Account

2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).	District - wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	$94,141,829.02 LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership Medi-Cal Billing Option
2.3: Increase resources to schools to support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.	District - wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,263,378.56 LCFF sources
2.4: N/A - Moved to 2.7	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5: Ensure equitable access to the core instructional program, including Visual and Performing Arts (VAPA), foreign language, and physical education courses.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$737,284.08 LCFF sources
2.6 Ensuring access for low income pupils to the core instructional program including, but not limited to, implementing project-based learning, and other elective	District-wide	_ All OR:	$27,021,352.20 LCFF sources

classes.		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ disabilities	Title I, Part A Title I, Migrant Ed/Summer Program Title I, School Improvement Grant QEIA
2.7: Increase access to technology that is available to students at school and at home.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$7,913,912.54 LCFF sources Title I, Part A Local sources
2.8: Provide professional development for teachers to promote the successful implementation of the new CA State Standards, effective technology integration, engagement of restorative justice strategies, and methods to increase the number of recipients of the State Seal of Biliteracy.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	$5,024,664.29 LCFF sources Title I, Part A Title II, Part A Title II, Part B Local sources
2.9: Support and extend learning opportunities for low-income pupils by increasing library access (staffing and hours of operation) and access to computer resources on campus. Provide computer training for parents.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	$3,712,763.62 LCFF sources
2.10: Support student learning via science camps and experiential field trips, and offering summer enrichment programs for elementary and intermediate schools.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth	$27,342.85 Title I, Part A

		X Redesignated fluent English proficient X Other Subgroups: (Specify) Students w/ Disabilities	
2.11: Establish partnerships that ensure student success including, but not limited to, creating a Program Development Office (grant writer), partnering with non-profit organizations to provide Internet access at low cost to families and Internet-enabled devices for student check-out.	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$200,737.72 LCFF sources
2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop native language translations of website (Spanish & Vietnamese).	District-wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$9,757.22 Title I, Part A
2.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	District - wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$79,284.76 LCFF sources

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Students and staff will work in a healthy, safe, and secure environment that supports learning	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Our students and staff need healthy, safe and secure environments in which to learn.	
Goal Applies to:	Schools:	District Wide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3a: California Healthy Kids Survey (CHKS) | Increase of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 65%, Gr 9 66%, Gr 11 69%, Gr NT 71% (2015-16) 3b: California School Parent Survey (CSPS) | Increase to 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2015-16) 3c: California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2015-16) 3d: Reduce the total number of instructional days lost due to suspensions to 6,000 (2015-16) 3e: Expulsion Rates | Maintain expulsion rate at 0.1% or below (2015-16) 3f: Parent Survey Data | At least 11,000 parents will participate in the annual survey (2015-16) 3g: Facilities Inspection Tool | All schools meet the exemplary or good standard on the FIT survey (2015-16) 3h: Suspension Rates | Reduce the suspension rate to 3.5% (2015-16) 3i: Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Provide adult supervision/staff during transition periods.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$4,134,015 LCFF sources

3.2: Support learning opportunities for all stakeholders such as, but not limited to, providing family events, (e.g. Open House, Back to School Nights, and safe and sensitive schools workshops).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$105,594 LCFF sources Title I, Part A
3.3: Establish processes that support maintaining current facilities (school safety and maintenance).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$41,013,718 LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance Civic Center Rental Fees Godinez Rental Fees
3.4: Support school and district operations to create welcoming and productive school environments. Conduct "anti-bullying awareness" and "safe and sensitive schools" campaigns that include outreach efforts to staff, parents, and students.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$62,347,403 LCFF sources Title I, Part A MediCal Administrative Activities (MAA) Self-Insurance Fund Local sources
3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, Implementation of restorative justice stategies, expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food, intramural sports, and other wellness programs. Expand School Climate Committee to include parents and students.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$52,748,685 LCFF sources MediCal Administrative Activities (MAA) Medi-Cal Billing Option Special Education Title I, Part A Child Nutrition Child Nutrition: Healthy Active Families Before and After School Learning & Safe Neighborhood
3.6: Support extended learning opportunities for low-income pupils by providing parent training on accessing	District-wide	_ All OR:	$725,238 LCFF sources

the student information system (attendance, grades, progress reports, etc.).		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7: Establish parenting programs that support student success including, but not limited to Parents Investing in Quality Education (PIQE) and other family services (e.g., parent trainings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding structured recess at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,107,649 LCFF sources Title I, Part A
3.8: In addition to services provided to low-income students, parents of EL students will receive assistance including translation services and English and computer classes.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$54,436 LCFF sources Title I, Part A
3.9: Redesignated Fluent English Proficient (RFEP) students will receive services including, but not limited to, the services provided to all low-income students.	District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$183,600 Title III, LEP
3.10: Support the enhancement of school climate through smooth operations and processes.	District-wide	X All OR: _ Low Income pupils	$51,842,480 LCFF sources Deferred Maintenance

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39)
3.11 Conduct a review of policies and procedures relating to discipline to incorporate restorative justice practices, where appropriate, and emphasize maintaining student connections to the learning program. Ensure discipline policies and student handbooks are available, in home languages, via the school and district websites.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$14,350 LCFF Sources

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	3a: California Healthy Kids Survey (CHKS) | Increase of surveyed students who feel safe or very safe at school: Gr 5 78%, Gr 7 66%, Gr 9 67%, Gr 11 70%, Gr NT 72% (2016-17) 3b: California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2016-17) 3c: California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2016-17) 3d: Reduce the total number of instructional days lost due to suspensions to 5,800 (2016-17) 3e: Expulsion Rates | Maintain expulsion rate at 0.1% or below (2016-17) 3f: Parent Survey Data | At least 13,000 parents will participate in the annual survey (2016-17) 3g: Facilities Inspection Tool | All schools meet the exemplary or good standard on the FIT survey (2016-17) 3h: Suspension Rates | Reduce the suspension rate to 3.4% (2016-17) 3i: Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2016-17)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Provide adult supervision/staff during transition periods.	District-wide	X All OR: _ Low Income pupils	$3,980,422.29 LCFF sources

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2: Support learning opportunities for all stakeholders such as, but not limited to, providing family events, (e.g. Open House, Back to School Nights, and safe and sensitive schools workshops).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$101,670.91 LCFF sources Title I, Part A
3.3: Establish processes that support maintaining current facilities (school safety and maintenance).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$39,489,915.46 LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance Civic Center Rental Fees Godinez Rental Fees
3.4: Support school and district operations to create welcoming and productive school environments. Conduct "anti-bullying awareness" and "safe and sensitive schools" campaigns that include outreach efforts to staff, parents, and students.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$60,030,979.45 LCFF sources Title I, Part A MediCal Administrative Activities (MAA) Self-Insurance Fund Local sources
3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, Implementation of restorative justice stategies, expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food,	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth	$50,788,887.70 LCFF sources MediCal Administrative Activities (MAA) Medi-Cal Billing Option Special Education

intramural sports, and other wellness programs. Expand School Climate Committee to include parents and students.		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title I, Part A Title I, Core Set Aside Child Nutrition Child Nutrition: Healthy Active Families Before and After School Learning & Safe Neighborhood
3.6: Support extended learning opportunities for low-income pupils by providing parent training on accessing the student information system (attendance, grades, progress reports, etc.).	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$698,292.88 LCFF sources
3.7: Establish parenting programs that support student success and other family services (e.g., parent trainings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding structured recess at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,029,342.44 LCFF sources Title I, Part A
3.8: In addition to services provided to low-income students, parents of EL students will receive assistance including translation services and English and computer classes.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$52,413.38 LCFF sources Title I, Part A
3.9: Redesignated Fluent English Proficient (RFEP) students will receive services including, but not limited to, the services provided to all low-income students.	District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent	$176,778.62 Title III, LEP

		English proficient _ Other Subgroups: (Specify)	
3.10: Support the enhancement of school climate through smooth operations and processes.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$49,916,350.97 LCFF sources Deferred Maintenance Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39)
3.11 Conduct a review of policies and procedures relating to discipline to incorporate restorative justice practices, where appropriate, and emphasize maintaining student connections to the learning program. Ensure discipline policies and student handbooks are available, in home languages, via the school and district websites.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$13,816.85 LCFF sources

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3a: California Healthy Kids Survey (CHKS) | Increase of surveyed students who feel safe or very safe at school: Gr 5 79%, Gr 7 67%, Gr 9 68%, Gr 11 71%, Gr NT 73% (2017-18) 3b: California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2017-18) 3c: California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2017-18) 3d: Reduce the total number of instructional days lost due to suspensions to 5,500 (2017-18) 3e: Expulsion Rates | Maintain expulsion rate at 0.1% or below (2017-18) 3f: Parent Survey Data | At least 15,000 parents will participate in the annual survey (2017-18) 3g: Facilities Inspection Tool | All schools meet the exemplary or good standard on the FIT survey (2017-18) 3h: Suspension Rates | Reduce the suspension rate to 3.3% (2017-18) 3i: Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Provide adult supervision/staff during transition periods.	District - wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$4,033,649.14 LCFF sources
3.2: Support learning opportunities for all stakeholders such as, but not limited to, providing family events, (e.g. Open House, Back to School Nights, and safe and sensitive schools workshops).	District - wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$103,030.47 LCFF sources Title I, Part A
3.3: Establish processes that support maintaining current facilities (school safety and maintenance).	District - wide	X All OR: _ Low Income pupils _ English Learners	$40,017,980.96 LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Civic Center Rental Fees Godinez Rental Fees
3.4: Support school and district operations to create welcoming and productive school environments. Conduct "anti-bullying awareness" and "safe and sensitive schools" campaigns that include outreach efforts to staff, parents, and students.	District - wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$60,833,723.36 LCFF sources Title I, Part A MediCal Administrative Activities (MAA) Self-Insurance Fund Local sources
3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, Implementation of restorative justice stategies, expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food, intramural sports, and other wellness programs. Expand School Climate Committee to include parents and students.	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$51,468,044.86 LCFF sources MediCal Administrative Activities (MAA) Medi-Cal Billing Option Special Education Title I, Part A Title I, Core Set Aside Child Nutrition Child Nutrition: Healthy Active Families Before and After School Learning & Safe Neighborhood
3.6: Support extended learning opportunities for low-income pupils by providing parent training on accessing the student information system (attendance, grades, progress reports, etc.).	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$707,630.56 LCFF sources
3.7: Establish parenting programs that support student success and other family services (e.g., parent trainings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding structured recess at elementary	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	$2,056,479.13 LCFF sources Title I, Part A

schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare.		English proficient _ Other Subgroups: (Specify)	
3.8: In addition to services provided to low-income students, parents of EL students will receive assistance including translation services and English and computer classes.	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$53,114.26 LCFF sources Title I, Part A
3.9: Redesignated Fluent English Proficient (RFEP) students will receive services including, but not limited to, the services provided to all low-income students.	District - wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$179,142.53 Title III, LEP
3.10: Support the enhancement of school climate through smooth operations and processes.	District - wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$50,583,840.44 LCFF sources Deferred Maintenance Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39)
3.11 Conduct a review of policies and procedures relating to discipline to incorporate restorative justice practices, where appropriate, and emphasize maintaining student connections to the learning program. Ensure discipline policies and student	District - wide	_ All OR: X Low Income pupils X English Learners X Foster Youth	$14,001.61 LCFF sources

handbooks are available, in home languages, via the school and district websites.		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: District Wide	
	Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	1a: Early Literacy | Re-establish new baseline based on Spring 2015 DIBELS assessment data. 1b: EL Redesignation | 65% of reclassified students will be reclassified within five (5) years of entering an EL program 1c: Algebra Proficiency | 35.2% of 10th graders will score at or above a RIT score of 235 (Fall 15-16). 1d: A-G Course Completion | 45% of 2015 graduates will have met UC A-G requirements 1e: College Readiness | Establish a new baseline due to new state assessment (SBAC) 1f: Post-Secondary Persistency | 81% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2013) 1g (New): EL Proficiency | 60% of EL students will make progress towards English proficiency as measured by the state assessment. 1i (New): Algebra Readiness | 35.5% of 9th graders (10% growth) will score at or above a RIT score of 230. 1j (New): Enrollment in Post-Secondary Education | 69% of students will be enrolled in college at any time during the first year after high school (Class of 2014). 1k (New): Attendance | Increase the districtwide attendance rate to 95.6% (2014-2015) 1L(New): Chronic Absenteeism | Reduce the districtwide chronic absenteeism rate by 2% yearly. 1m (New): Middle School Dropout | Reduce the number grade 8 dropouts to 3 students in 2014-15. (4 students in 2013-2014) 1n (New): High School Dropout | Reduce the high school cohort dropout rate to 6.0% in 2014-15. (8.2% in 2013-14)	Actual Annual Measurable Outcomes:	1a: Early Literacy | 31.6% of 3rd graders are at grade level reading proficiency (foundational skills) measured by DIBELS Next (Spring 2015) 1b: EL Redesignation | 62.1% of EL students were reclassified within 5 years of entering an EL program (2014-15) 1c: Algebra Proficiency | 29.1% of 10th graders scored at or above MAP RIT score of 235 (Fall 15-16) 1d: A-G Course Completion | 41.9% of graduates met UC/CSU A-G course requirements (2014-15) 1e: College Readiness | 38% of 11th grade students are at college ready or conditional status in ELA (SBAC 2014-15) | 19% of 11th grade students are at college ready or conditional status in Math (SBAC 2014-15) 1f: Post-Secondary Persistency | 82% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2013) 1g: EL Proficiency | 54.0% of EL students made progress towards English proficiency as measured by the state assessment (2014-15) 1i: Algebra Readiness | 35.9% of 9th graders scored at or above MAP RIT score of 230 (Fall 15-16) 1j: Enrollment in Post-Secondary Education | 69% of students were enrolled in college at any time during the first year after high school (Class of 2014) 1k: Attendance | 96.6% district-wide attendance 1L: Chronic Absenteeism | 3% (elementary schools), 3% (intermediate schools), 8% (high schools) chronic absenteeism rate (2014-15) 1m: Middle School Dropout | 0 students are adjusted grade 8

	1o (New): High School Graduation | Increase the high school cohort graduation rate to 90.0% in 2014-15. (87.4% in 2013-14) 1p (New): AP Passage | Increase the percentage of total AP students passing at least one AP exam (3+ score) to 49% in 2015. (44.2% in 2014) 1q (New): AP Course Access | 22.0% (5% growth) of HS students will be enrolled in at least one AP course (2014-15).		dropouts in 2014-15. 1n: High School Dropout | 6.2% high school cohort dropout rate (2014-15) 1o: High School Graduation | 88.9% high school cohort graduation rate (2014-15) 1p: AP Passage | 39.1% of total AP students passed at least one AP exam (3+ score) in 2015 1q: AP Course Access | 23.9% of HS students were enrolled in at least one AP course during the academic year

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the new CA State Standards and assessments. Expand efforts to support student attainment of the State Seal of Biliteracy.	$5,791,900 LCFF sources Lottery: Instructional Materials 0001-0999: Unrestricted: Locally Defined	1 . All teachers are provided extensive professional development opportunities to implement new state standards Expansion of 1:1 devices to grades 4 through 10 2. CaSMP Grant attainment, expanding the training for implementation of new state math standards to grades 3 & 6. 3. Implementation of the FOSTER grant to support implementation of NGSS 4. Expansion of dual language program at one additional intermediate school. 5.Created, submitted and received UCOP approval (A - G Credit) for two new Spanish Language and Culture courses which are pathway course for AP Spanish Language and Literature courses. 6. Provided training for implementation of the new units of study. 7. SAUSD Curriculum Specialists collaborate with the induction program in order to provide an array of professional learning opportunities that are aligned to the California Standards of Teaching Practice and the content standards. 8. Our program has transitioned to	$6,836,051 LCFF sources Lottery: Instructional Materials

		Canvas and Google platforms to ensure all teachers are proficient users of technology. 9. Expanded Reading Academy grades K/1, 2 and 3. 10. Developed eight UC a-g approved online courses to expand options for high school students. 11. Opened first competency-based school model serving students in grades 4-6 (Advanced Learning Academy)	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District -wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2: Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.	$2,669,330 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA	1. Utilization and monitoring of NWEA MAP assessments at all schools in grades 3-10. School data is monitored each quarter to inform instructional practice at all schools. 2. Principals conducted data chats with individual teachers to monitor the progress toward goals. 3. District Office conducted Fall Principal Summits with all principals and Spring Summits with sites not showing significant growth 4. DIBELS Next Universal Screening was administered to 15,230 students in September, October and June in grades TK-3. Initial data reflects	$3,375,748 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Title II Local Sources

		improved results in reading in primary grades. 5. MTSS provided professional development for MTSS Site Representatives (119 attendees) to review DIBELS Next assessment administration and scoring guidelines, assessment timelines 6. CELDT results are reviewed and shared with all school sites to monitor student progress toward English language proficiency at all grade levels. 7. Online Data Management access, distribution of necessary assessment materials, data analysis, and best practices for using data to inform differentiated instruction. 8. Initiated partnership with Harvard Center for Educational Partnership's "Proving Ground" Research study to support evaluation of new programs. 9. Conducted EOA study and developed a Blueprint for Action to address increased access and success in A-G college readiness.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3: Maintain partnerships with institutions of higher education and community organizations that support	$213,267 LCFF sources	1. Initiated partnership with CSUF and Science@OC for CaSMP Project Foster Grant.	236,274 LCFF Sources Title I, Part A

desired student-learning outcomes, including support for A-G completion.		2. Deepen partnership with Gooru, Leadership Public Schools and John Hopkins University to support competency based learning 3. Initiated strategic partnership with Stanford Center for Assessment, Learning and Equity and Buck Insititute of Education to support project based learning 4. Santa Ana TECH Partnership for CCTP Grant with SAC, Coastline, Golden West, and multiple industry partners. 5. Have established partnerships with various arts organizations, such as Bowers and Pacific Symphony to continue offering workshops and opportunities for all students K-12. 6. The Conservatory Arts Steering Committee is reaching out to individuals and organizations as well for an Advisory Committee and Board. Presented before the City of Santa Ana's Arts and Culture Commission to update them on all that is going on within SAUSD. SAUSD representative of the Arts and Culture Steering Committee which was formed to help the City of Santa Ana create an Arts Master Plan. 7. Support implementation of "College Now" Initiative to increase access to dual enrollment in college coursework for SAUSD high school students. 8. Continue the support of course articulation to support college credit for certificated courses when students enroll at the college. SAUSD representative serves on advisory boards of local IHEs, and members of the IHE community also serve on the Teacher Induction Advisory Board. 9. Local universities offer teachers	Local Sources

		opportunities to use their program experience as partial fulfillment of a Masters or EdD. 10. Develop partnership with Guardian Scholars Program through Orangewood Children's Home and local universities to support foster youth to access college (admissions and financial aid).	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4: Conduct an Equal Opportunity Study (transcript review and blueprint for action) to determine where equity issues exist within current practices and how to reduce their impact on student attainment of college readiness standards.	$125,000 LCFF sources	1. Participated in an audit to determine barriers of college access through A-G data, 2. We have completed the second year of the work to develop an action plan to address findings. 3. Convened five working meetings with representative stakeholders to determine actions needed to ensure access and success to college ready coursework. 4. The action items of the plan will be inserted into the LCAP for areas of focus for the 2016-17 school year. 5. The Equal Opportunity Audit Steering Committee will work to oversee the ongoing implementation of the Blueprint for Action.	$123,120 LCFF sources

Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5: Ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs, expanding credit recovery options, and building the Advancement Via Individual Determination (AVID) program.	$2,996,550 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Local sources	1. Expansion of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to 9 schools. 2. Reading Academy for Teachers Grades 2-3 + extension training to provide meaningful independent practice opportunities which focuses on early literacy practice activities and provides opportunities for small group instruction. 3. Ensured students received recommended minutes on digital programs including Smarty Ants, Lexia5, Achieve 3000, and Reading Plus. 4. Increased library of filmed resources (models) on Gooru of foundational skills routines. 5. Additional TK and Expansion Kinder teacher training and demos. 6. Expansion of Learning Dynamic Reading, Learning2Together. 7. Added AVID at 8 elementary schools and 1 secondary school. an increase from 16 to 25 schools. Expansion continuing next year (1 additional secondary and 10 elementary schools). Mendez moving towards applying for National Demonstration Site status. 8. Educational Option Program has	$3,877,253 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Local sources

		expanded and is piloting a night school program at Cesar E. Chavez H.S. to offer credit recovery to students who need additional academic options to earn a high school diploma in the evening limiting their attendance during AM hours due to financial obligations, child or elder care, and health problems.	
Scope of Service: District Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and implement an International Baccalaureate (IB) program.	$1,238,867 LCFF sources Title I, Part A	1. Saddleback High School is implementing an International Baccalaureate Diploma Programme beginning 2016-17. Teachers and staff are currently participating in professional development. 2. Implemented recommendations from Equal Opportunity Schools to support increase to AP access at all high schools 3. Created, submitted and received UCOP approval (a-g Credit) for two new Spanish Language and Culture courses which are pathway course for AP Spanish Language and Literature courses. 4. A UCOP approved (a-g credit) Advanced ELD class designed to support the transition of 9th through 12th grade EL students from core	$1,325,444 LCFF sources Title I, Part A

		replacement ELD classes to college prep ELA classes. 5. AP teachers in 4 content areas (World History, US History, English Language, English Literature, Biology, Environmental Science, Calculus, Statistics) will establish PLC teams to redesign curriculum maps and resources. 6. Teachers will collaboratively offer AP Boot Camps at all High Schools. 7. Developed UC approved online coursework ie. AP Economics, Biology, Physical Education and ERWC. 8. increasing access for Dual Enrollment opportunities at all high schools through the "College Now" initiative with the Santa Ana Partnership with SAC, UCI and CSUF.	
Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7: Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs at all schools.	$1,487,651 LCFF sources Title I, Part A Title II, Part A Local sources	1. SAUSD continues to expand access to both math and science curriculum over the past year by increasing access to the Project Lead The Way (PLTW) and STEM/STEAM coursework. 2. In 2015-16, we have added the PLTW Coding classes and/or after school programs to all intermediate and K-8 schools in SAUSD. 3, All nine intermediate schools and four of K-8/Elementary schools offer	$4,232,127 LCFF sources California Careers Pathways Trust Title I, Part A Title II, Part A Local sources

		programs in Engineering and robotics. Specialty courses offered include Medical Detectives, Flight and Space, Energy and the Environment. 4. SAUSD was also represented by both high school and Intermediate school students at the highly competitive Cyber Patriots competition. 5. At the high school level we offer four Engineering pathways and one Biomedical Pathway that are supported by the PLTW program. 6. In addition to Engineering, SAUSD offers six Design and Visual Arts Pathways, Two Software and Systems Development (ICT) pathways and five health sciences and medical pathways. 7. Specialized capstone/internships included the opportunities to intern at JPL/NASA in the summer of 2015, SunPower Solar Academy for incoming freshmen and the Latino Film Institute Film Academy.	
Scope of Service: District-Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8: Increase availability of Career Technical Education (CTE) & Regional Occupational Program (ROP) courses and academies.	$5,265,051 LCFF sources Carl Perkins Title I, Part A Irvine Mathematics Project - UCI Gear Up IV (RSCC Fiscal Agent)	1. SAUSD's CTE program continues to expand opportunities for secondary students to participate in rigorous CTE courses and pathways this past year. 2. High schools now offer a total of 31 CTE pathways and/or academies.	$5,769,994 LCFF sources Carl Perkins Title I, Part A Irvine Mathematics Project - UCI Gear Up IV (RSCC Fiscal Agent)

	California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary	3. To increase academic rigor and prepare all students to be both college and career ready we have doubled the number of courses that meet the UC a-g eligibility requirements for a total of 16 courses. 4. SAUSD's has signed 15 new articulation agreements with local colleges for a total of 28 courses that receive both high school and college credit. 5. High school students now have the opportunity to earn a total of 10 different industry recognized certifications (760 certifications earned in 2014/2015) and many students chose to participate in our expanded internship program. 6. CTE now offers AP Computer Science as a capstone to the ICT pathway at Century and Godinez, in addition to the Engineering pathway at Valley. 7. The CTE Biomedical Sciences pathway at Saddleback HS is now integrated into the IB program as part of the students units of study. 8. SAUSD expanded the CTE offerings at the K-8 and intermediate schools by adding a total of 10 new CTE courses focused on STEAM careers that are now sequenced to the high school programs. 9. SAUSD/CTE program has expedited expansion through competitive Federal, State and foundation grants to also support the LCFF fund allocation. 10, Plans to expand partnership with Santa Ana College at the Culinary Arts pathway at SA Valley High School to provide dual credit college course as a capstone for certification.	California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary Local Sources

Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: High Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.9: Create course options by establishing a virtual school that promotes course choice at the high school level and enhances personalized learning options across all grade levels.	$114,168 Title II, Part A	The Coordinator of 21st Century Learning and program specialist (2 new positions) have made great strides in the following ways: 1. The Open Campus initiative provides hybrid learning opportunities for students across the district to allow them flexible scheduling options, competency-based learning opportunities, and 21st century personalized learning environments. 2. Staff is building online courses to support the implementation of a full time virtual high school. 3. Piloted a Hybrid Physical Education course in the summer of 2015 and the spring of 2016 4. Submitting four additional courses for UC a-g approval by June 2016: AP U.S. Government and Politics, AP Economics, Biology and Expository Reading and Writing. 5. Identified and hired five teachers for the initial Open Campus hybrid courses, and are encouraging teachers the to apply to pilot the hybrid courses this summer as part of the summer enrichment offerings. 6. Working with principals and counselors to market the hybrid course options to students across the district 7. Digital content and systems of	$406,699 LCFF sources Title I, Part A Title II, Part A

		support were implemented for the District supported new charter-competency-based Advanced Learning Academy(ALA) (4-6)	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.10: Support extended learning opportunities for low-income pupils by providing early childhood education, before and after school programs and tutoring, academic summer school programs, and transportation services.	$37,702,886 LCFF sources Title I, Part A 21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II Child Development Head Start Migrant Education	1. 17,000 K-12 students had access to academic summer programs, with a focus on literacy, at all open school sites (summer 2014). 2. 11,836 high school students were served in the ASSETs before/after school program. 3. 50 bus passes were distributed monthly to high school ASSETs students at Valley & Century (500 total). 4. Engage 360° (SAUSD's after school program) hosted a Family Literacy night at all 45 K-8 school sites. 5. K-8 Engage 360 students had access to 180 hours of physical activity (45 schools). 6. K-8 Engage 360 students had access to 180 hours of homework assistance (45 schools). 7. K-12 Engage 360 and ASSETs students had access to 180 hours of enrichment (51 schools). 8. 9-12 High School ASSETs students had access to 540 hours of homework assistance/tutoring after school (6 HS).	$41,895,092 LCFF sources Title I, Part A Title I, Migrant Ed 21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II Child Development Head Start Migrant Education

		9. Each school provided after school tutoring by teachers (up to 60 hours per teacher) Migrant Ed summer school (MESRP). 10. Long Term English Learner (LTEL) after school tutoring program to support improved academic language and writing skills, extended learning/afterschool. 11. Spanish language intervention and enrichment programs at elementary sites with dual language programs. 12. Provide bus passes to students in EL Newcomer programs at McFadden Intermediate, Spurgeon Intermediate, Century High School and Valley High School. 13. Extended library hours (20) were implemented at all nine intermediate school sites to include after school and Saturday.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
1.11: Ensure success for low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).	$195,911 LCFF sources Title I, School Improvement Grant QEIA	1. Each high school hosts 8th grade visitation day and high school orientation meetings for parents, where incoming students can become familiar with programs available at the schools and initiate systems of support prior to beginning their high school career.	$259,398 LCFF sources Title I, School Improvement Grant QEIA

		2. Summer Bridge programs were initially implemented in the summer of 2014, continue at all intermediate schools, and continue to provide support to students in transitioning from grades 5 to 6 and from grade 8 to 9. 3. Special Education has provided additional training to support transition IEPs that will occur in Spring 2016 for these levels of students with disabilities who are transitioning: PreK to K, Elementary to Intermediate, INT to HS and HS to Adult transition (ATP). 4. Special education secondary teachers support participation of special education students in visits to their projected school of attendance that occur each Spring. 5. Through the special education parent meetings (CAC) transition workshops were provided for students entering each grade level. 6 Padres Promotores training includes a "transitions" element which addresses what can be expected and how parents can support students transitioning from elementary to intermediate school, from intermediate to high school, and from high school to post secondary college and career options.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.12: Provide EL student services including, but not limited to, newcomers programs and summer English Language Development (ELD) academy. Provide Long-term English Learner (LTEL) teacher training.	$5,950,608 LCFF sources Title I, Part A Title III, LEP	1. Added one additional "Welcome Academies" at Century High School, to better support students new to the country. 2. Created and implemented an ELD course continuum for secondary sites with entry and exit criteria. 3. Identified ELD course curriculum for high school sites. 4. Worked with Secondary Education to create new course codes for new ELD classes. 5. Provided professional development and training for teachers serving in the Welcome Academy and teachers working with LTEL students. 6. Created and implemented a Professional Development plan for all staff members to provide training for ELD standards and the ELA/ELD framework. 7. The Academic Language Module (focus on ELs) training currently being offered through the district's PD plan. 8. Created and implemented an after school LTEL tutoring program prioritizing access for students in grades 3 - 8, and 10. 9. Expanded the Dual Language program to include two intermediate schools (Carr & McFadden) to ensure that students will maintain support for primary language, as requested by parents. 10. Expanded use of Achieve 3000 at all of the dual language schools to provide grade level reading material in Spanish. 11. Vietnamese afterschool heritage language enrichment program (Greenville)	$7,493,684 LCFF sources Title I, Part A Title III, LEP

Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	$40,000 LCFF sources	1. A Foster Youth Liaison was hired August 2015, and has connected with secondary counseling teams, registrars, assistant principals and school psychologists. 2. Provided social-emotional interventions for students, school record support, linkages to resources and case management. 3. Provided training on foster youth needs, risk factors, and educational laws and guidelines protecting foster youth. 4. Coordinated a summer camp experience for the second year and a college field trip for foster students and their guardians.	$35,000 LCFF sources
Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Education Programs (IEPs) for additional students above 2013-2014 baseline numbers.	$6,480,898 Special Education Department of Rehab: Workability II, Transition Partnership	1. Students receiving special education services ; 2015-2016: 6,674 (Dec., 2015 CASEMIS) 2. New Special Education Positions : Speech/Language Pathologists 2, School Psychologists 1.0) 2015-2016: Total Staff: 21 (Special Education Teachers 17, Speech/Language Pathologists 2, School Psychologists 2) 3. Increased SSP and IA aide support required for each new special education teacher in 2015-16 4. English and ASL language interpreters provided at IEP meetings and translation of IEP documents. 5. All teachers participating in Teacher Induction receive training and support to ensure they have a clear understanding of the IEP and how to support individual student growth.	$6,658,801 LCFF Sources Special Education Department of Rehab: Workability II, Transition Partnership
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SAUSD continues to monitor progress of student achievement through the use of MAP, benchmark and DIBELS to assess student growth. Additionally, school site leaders and teachers address individual needs of students to monitor progress to provide support. Initial data demonstrates positive progress toward goals for all students. We will maintain goals and adjust metrics as stated for the 2016-17 school year. Additional focus and services will be provided: Research and adopt Digital textbooks for Mathematics Further development of Early Literacy program by expanding the Reading Academy K-3 at all schools

	Build on implementation of the new state standards - NGSS Expand the Advanced Learning Academy program to increase from grades 4-6 to include grades 3, 7 & 8 Expand online course offerings Expand access to tutoring and libraries beyond the academic school day at elementary schools Expand opportunities for self-selected professional development related to various LCAP initiatives Increase the capacity of our Educational Options programs to deliver credit recovery services to at-risk students Expand access to parenting programs that include the availability of childcare and offered during days and evenings Develop and implement a social justice careers pathway within our Santa Ana Partnership that expands early college and dual enrollment opportunities at SAC and UCI Continue to develop and implement the Santa Ana Arts Conservatory at Santa Ana High School Expand Cinema Pathway to include integration of Chapman University partnership with Heninger Elementary School and Santa Ana High School Expansion of Nicholas Academic Center at Century High School to increase support of students to access college admission and persistence Expand Early College Dual Enrollment opportunities at Century High School and Godinez High School The initial Local Control Accountability Plan (LCAP), was created during the 2013-14 school year based on the goals and actions defined by a wide range of stakeholder input. Moving forward as we plan for the 2016-17 school year, we continue to monitor identified metrics to measure success toward the goals. The financial data reported demonstrates how the resources are being allocated for each of the action areas. To provide maximum transparency, the LCAP reports the full expenditure for each activity listed. As we continue to allocate expenditures to meet the goals, we are able to show more comparable information which will be planned for each activity, versus actual expenses for each activity. Based on the outcome data, we make mid-year adjustments to dedicate resources to programs and supports that enhance outcomes and shift away from activities that do not further positive outcomes. The budget and the LCAP are living documents that are adjusted at each interim based upon the priorities of the District.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Students will have equitable access to high quality curricular and instructional program that is accessible from school and home.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: District Wide	
	Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	2a: Student access to technology | 85% of students surveyed will indicate that they have access to Internet at home | 80% of students surveyed will indicate that they access technology 3 or more times a week at home | 65% of students surveyed will indicate that they have access technology 3 or more times a week at school | The ratio of students to technology that is 4 years or newer will be 1.9 to 1 2b: Extracurricular participation rates | 10% growth for students who participate in more than one extracurricular activity (36% High School, 37% Intermediate School) 2c: Hiring, training, and retaining of highly qualified teachers and leaders | 100% of courses are taught by highly qualified teachers 2d: Hiring, training, and retaining of highly qualified teachers and leaders | 15% gain above the 2014-15 baseline of instructional staff and leaders have participated in more than 15 hours of self-selected professional development during the academic year 2e (new): Maintain 100% of pupils have standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	2a: Student access to technology | 85% of students surveyed indicate that they have access to Internet and wireless at home | 85% of students surveyed indicate that they have access to computers at home | 55% of students use computers daily at school as reported by a survey of teachers | The ratio of students to technology that is 4 years or newer is 1.1 to 1 | The ratio of students to "access for all" 1:1 access to mobile device is 1.86 to 1 (New). (2015-16) 2b: Extracurricular participation rates | Results will be available in the Fall 2016 2c: Highly qualified teachers | 99.3% of courses are taught by highly qualified teachers (2015-16) 2d: Professional development | 30.2% of instructional staff and leaders participated in more than 15 hours of self-selected professional development during the academic year (2015-16) 2e: Standards-aligned materials | 100% of pupils have standards-aligned instructional materials (2015-16)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new CA State	$229,065,385 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA	1. SAUSD increased instructional days for all students by negotiating two additional instructional days to the school year, going from 185 to 187 for all students. 2. SAUSD added five additional days	$247,002,235 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA

Standards and assessments.		of administrative support to all non-12 month administrators (elementary and intermediate) to ensure increased access to weekend and after school programs to support students and families 3. SAUSD Curriculum Specialists collaborate with the induction program in order to provide an array of professional learning opportunities that are aligned to the California Standards of Teaching Practice and the content standards. 4 . Professional Development provided: ELD standards Discussions 4 Learning Implementation of new state math standards to grades 3 and 6, Implementation of the new units of study Seven PD workshops for the 4 arts disciplines: music (instrumental and vocal), dance, theatre and the visual arts, which also includes media and digital art. 4. Development of new units of study in elementary social science and science. 5. Canvas and Google Platforms to support integration of 21st Century skills	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).	$86,933,322 LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership Medi-Cal Billing Option	1. Focus on Least Restrictive Environment (LRE) SAUSD 2. Latest CDE data reports (12/14/2015) that we have almost met the LRE target established by CDE recommended target 3. Continuum of Programs and Services • General Education: with accommodations/modifications and/or related services • Specialized Academic Instruction (SAI): general education setting and self-contained • Moderate to Severe Programs • Private Special Education Schools Implementation of Strategies and Staff Development • Accommodations • Assistive Technology • Behavior management strategies (FBA, BIP) • Collaboration/co-teaching with general education teachers • Increased inclusive teaching practices 4. Monthly CAC Meetings with Parent education 5. LRE, mainstreaming, increased collaboration with Gen. Ed. via case management period provided/expanded in contract; increased collaboratively taught classes 6. Collaboration on implementation of CCSS unit of study extensions 7. Special Ed teachers and students participated in summer enrichment 8. Foster Youth Liaison attends IEP's for foster students. Provides consultation on resources, supports and educational laws pertaining to	$92,458,418 LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership Medi-Cal Billing Option

		foster youth while connecting and supporting the parents/and guardians.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3: Increase resources to schools to support extracurricular programs for all students, instructional materials and other programs and supplies to enhance student outcomes.	$10,682,989 LCFF sources	1. All school sites have received additional resources to support extracurricular programs for students. 2. At the intermediate schools, after school athletics have enjoyed a resurgence and students are remaining after school to participate. 3. A Speech and Debate Competition was initiated this school year with participation from all intermediate school sites. 4. Intermediate and High schools have implemented many college field trips to support and improve the college going mindset. 5. Various district-wide VAPA events have been held throughout the school year 6. Artspiration, a district wide Arts competition, was expanded to include the elementary schools. 7. Elementary afterschool clubs that support learning including National History Day projects and Coding club. 8. Rosetta Stone, Achieve 3000 and Discussions 4 Learning have been made available to sites to supplement	$13,031,891 LCFF sources Local funding sources

		ELD instruction.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4: N/A	$-		$0 LCFF Sources
Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5: Ensure equitable access to the core instructional program, including Visual and Performing Arts (VAPA), foreign language, and physical education courses.	$196,000 LCFF sources	1. Inventory software for elementary music/instruments to assist all arts teachers in the articulation process. 2. Creation of the Santa Ana HS Arts Conservatory. 3. Physical Education courses are supported with additional resources for equipment at all grade levels. 4. Playworks (physical education program) has been implemented at elementary schools. 5. Expanded the marching bands	$1,628,412 LCFF sources Title I, Part A

		program to include all comprehensive high schools. 6. Purchased new instruments to support expanding elementary and intermediate school music program. 7. Increased music teacher positions to support all school programs. 8. World language program specialists support all schools in ensuring that teachers work collaboratively, participate in professional learning from Advanced Placement (AP) courses and support students in attainment of the Seal of Biliteracy. Investigating the expansion of world language offering to include Chinese	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, implementing project-based learning, increasing Visual and Performing Arts (VAPA), access to foreign language classes and other elective classes.	$21,173,026 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA	1. With the addition of a VAPA and PE curriculum specialist, we have expanded support that will allow for high quality curriculum and instruction across the content. all students are ensured access to the core instructional program. 2. Project based Learning (PBL) units of instruction at all school levels support the integration of technology with virtual and blended learning models. 3. A PBL curriculum specialist supports Heninger Elementary and Spurgeon	$26,623,568 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Title I, Migrant Ed Title II, Part A Local Sources

		Intermediate schools to provide professional development, develop consistency and ensure the 8 elements of PBL will increase student achievement and engagement. 4. World language program specialist supports all schools in ensuring that teachers work collaboratively, participate in professional learning from Advanced Placement (AP) courses and supports students in attainment of the Seal of Biliteracy. 5. Partnership with Buck Institute for Education and Stanford University in development of PBL component of the Advanced Learning Academy and Spurgeon programs. 6. Provided PBL-focused PD for all ALA staff, teachers from Spurgeon Intermediate School and various other site admin teams. 7. Two additional cohorts of school teams attended PBL 101.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.7: Increase access to technology that is available to students at school and at home.	$19,146,922 LCFF sources Title I, Part A Local sources	1. The "Access for All" initiative (Chromebooks and Internet Access), has expanded this year to grades 4,5,9 and 10, and has also included full access for Advanced Learning Academy (new Dependent Charter),	$23,879,730 LCFF sources Title I, Part A Local sources

		Middle College High School, Cesar Chavez High School, Loren Griset Academy and Community Day School. 2. Access resources have also been provided to Community Day and Independent Studies Program. 3. The total chromebooks purchased to date this year has been 7,000. 9th grade chromebooks (4,000) which were purchased last spring at the end of the school year were implemented this year. 4. All schools are in the process of implementing their chromebook program with their students, who will be able to take their chromebooks home for expanded access (with parent permission). 5. Parents receive information on low cost Internet access from their schools as part of the Access for All initiative through ConnectEd. Infrastructure upgrades include: WAN circuit upgrade to 10Gb at all secondary schools. 20GB Internet bandwidth expansion. (two 10 GB) 10 GB WAN link to all secondary schools. Wireless infrastructure upgrade being completed for secondary schools. 6. The SAUSD Digital Citizenship Academy for Parents expands access by providing parents with the ability to check out a chromebook and hotspot for use at home in support of their children's learning. 7. Foster youth services have provided chromebooks for foster students in need of devices.	
Scope of Service: District-wide _ All		Scope of Service: District-wide _ All	

OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.8: Provide professional development for teachers to promote the successful implementation of the new CA State Standards, effective technology integration, engagement of restorative justice strategies, and methods to increase the number of recipients of the State Seal of Biliteracy.	$6,066,894 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Title II, Part A Title III, LEP Local sources	1. Professional learning module on "Making Meaning through Writing", inclusion of learning materials on Gooru for additional support and choice professional learning, including in person, blended or online. 2. Continued PD and support of integration of digital resources and use of technology as an instructional tool. 3. Restorative justice strategies professional development has been expanded to school sites. Data shows that suspension and expulsion have declined significantly across the school district at all grade levels. 4. Dual language programs have been increased this year to add one additional intermediate school site to support the increase of recipients of the State Seal of Bi-literacy. 5. Hosted a variety of Ed Tech learning innovations with Technology , ie. Ed Camps	$10,048,574 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA Title II, Part A Title II, Part B Title III, LEP Local sources
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2.9: Support and extend learning opportunities for low-income pupils by increasing library access (staffing and hours of operation) and access to computer resources on campus. Provide computer training for parents.	$3,241,899 LCFF sources	1. Library hours have been extended at 28 of the 35 elementary school sites after school and in the morning before school. 2. All Intermediate and high schools have extended hours for library time and invite elementary school students and parents to use the libraries. 3. Library and Computer use is provided on Saturdays through WIN Program 4. School sites offer parents technology classes to support their children's use for instructional purposes 5. District offered a digital literacy course at the annual parent conference and have expanded the course to add sections each month for parent leaders.	$3,725,858 LCFF sources Local sources
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.10: Support student learning via science camps and experiential field trips, and offering summer enrichment programs for elementary and intermediate schools.	$739,604 LCFF sources Title I, Part A	1. Over 5,000 students participated in summer enrichment, all of which included hands on activities and field trips to allow students to apply and deepen their learning. 2. Science Field trips are regularly approved for all schools as submitted. 3. Foster Youth Liaison and PSS staff coordinate "Fostering Adventure"	$1,343,818 LCFF sources Title I, Part A

		summer experience. This includes 3 day camp that includes experiential confidence building activities, social emotional learning, college and career resources, planning and prep.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.11: Establish partnerships that ensure student success including, but not limited to, creating a Program Development Office (grant writer), partnering with non-profit organizations to provide Internet access at low cost to families and Internet-enabled devices for student check-out.	$198,863 LCFF sources	1. Secured California Mathematics and Science Partnership grant ($3,000,000 over three years) in partnership with CSUF and Science@OC to provide NGSS professional development for 117 grade 3-5 teachers. 2. Collaborated with Gooru to secure a Carnegie grant which is being utilized to create a video library of exemplars and messaging to promote NGSS awareness for teachers, students, and parents. 3. Secured CTEIG grant funding at both District and County level for approximately 7.5 million dollars over 3 years to enhance CTE pathways at all high schools and expand collaborations with community colleges and universities as well as industry partners. 4. Santa Ana Partnership Innovation grant, expanded the “College Now” initiative to all high schools to increase and support dual credit courses in alignment with career and college	$219,876 LCFF sources

		pathways.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop native language translations of website (Spanish & Vietnamese).	$276,251 LCFF sources Title I, Part A Migrant Education	1. All schools offer primary language translation to support access for parents. 2. English classes are offered at several schools through the adult school program to help parents learn English. 3. At DAC and DELAC meetings, parent representatives have received information about options for English classes available through Santa Ana College Continuing Education Center. 4. Access to Rosetta Stone and English courses for parents available at multiple school sites.	$465,124 LCFF sources Title I, Part A Migrant Education
Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient		Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2.13: Provide foster students with services targeted to specific needs of the subgroup that may be confidential in nature.	$70,744 LCFF sources	1. Foster Youth Liaison hired August 2015 and has connected with secondary counseling teams, registrars, assistant principals and school psychologists to support foster youth. 2. Provided social-emotional interventions for students, school record support, linkages to resources and case management. 3. Provided training on foster youth needs, risk factors, and educational laws and guidelines protecting foster youth. 4. Coordinated a summer camp and college field trip for foster students and their guardians. 5. Foster youth Liaison informed of any discipline proceedings to ensure due process rights of foster youth.	$77,327 LCFF sources
Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SAUSD will continue to focus and work to expand services to ensure that all students have access to high quality curricular and instructional programs that are accessible from school and home. We have made positive progress in increasing student access to needed technology, wireless access, and digital instructional materials at school and at home. Progress is monitored through the use of assessments, personalized learning and surveys to inform instructional practice and goals. All goal and actions are monitored to evaluate progress and success to close the achievement gap for our students.

	Expand Access for All technology program to encompass grades 3 and 11 Continue to provide professional learning for teachers to ensure alignment to State Standards and 21st century skills Expand professional development for teachers to promote restorative strategies Implement technology refresh cycle at Grades 6 and 9. Recycle devices for use as loaners when devices are broken or misplaced. Expand intermediate school intramural program Increase the capacity of summer and intersession enrichment programs. Add staff to Santa Ana Arts Conservatory pathway, including a program administrator and dedicated counselor and master craft VAPA teachers. Improve arts facilities at Santa Ana High School to support enhanced VAPA pathways. Invest funds to continue development and implementation of the Santa Ana Visual and Performing Arts Plan by investing in programs at all SAUSD schools. Expand partnership opportunities to include the film school with Chapman University. Expand the number of parenting classes by increasing the frequency and number of locations but during and outside of school hours. Revise and expand the CALSAFE program to increase support for teen parents to reduce dropout rates Increase support to K-8 schools to provide dedicated academic counselor for intermediate school students to support college and career readiness (EOA) Expand professional development for administrators by participating in the National Institute for School Leadership (NISL) i3 project. The initial Local Control Accountability Plan (LCAP), was created during the 2013-14 school year based on the goals and actions defined by a wide range of stakeholder input. Moving forward as we plan for the 2016-17 school year, we continue to monitor identified metrics to measure success toward the goals. The financial data reported demonstrates how the resources are being allocated for each of the action areas. To provide maximum transparency, the LCAP reports the full expenditure for each activity listed. As we continue to allocate expenditures to meet the goals, we are able to show more comparable information which will be planned for each activity, versus actual expenses for each activity. Based on the outcome data, we make mid-year adjustments to dedicate resources to programs and supports that enhance outcomes and shift away from activities that do not further positive outcomes. The budget and the LCAP are living documents that are adjusted at each interim based upon the priorities of the District.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Students and staff will work in a healthy, safe, and secure environment that supports learning	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: District Wide	
	Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	3a: California Healthy Kids Survey (CHKS) | 2% increase at each grade level of surveyed students who feel safe or very safe at school 3b: California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child. 3c: California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students. 3d: Student suspensions | Reduce the total number of instructional days lost due to suspensions by 10% 3e: Expulsion Rates | Maintain expulsion rate at 0.1% or below. 3f: Parent Survey Data | At least 22% of parents will participate in the annual survey 3g: Facilities Inspection Tool | All schools meet the exemplary or good standard on the 2014-15 FIT survey 3h (New): Suspension Rates | Reduce the suspension rate by 0.2% (Baseline 2013-14: 4.5%) 3i (New): Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities	Actual Annual Measurable Outcomes:	3a: California Healthy Kids Survey (CHKS) | Students reported feeling safe or very safe at school from 2014-15 survey results: 74% Gr 5 (75% in 13-14), 64% Gr 7 (62% in 13-14), 64% Gr 9 (64% in 13-14), 65% Gr 11 (67% in 13-14), 61% Gr NT (69% in 13-14) 3b: California School Parent Survey (CSPS) | 65% of surveyed parents agree/strongly agree that school is a safe place for their child from 2014-15 survey results (90% in 13-14) 3c: California School Climate Survey (CSCS) | 89% of surveyed staff agree/strongly agree that school is a safe place for students from 2014-15 survey results (90% in 13-14) 3d: Student suspensions | 2014-15: 1,246 instructional days were restored by reducing the days of suspension to 6,137 days in 2014-15 from 7,383 days in 2013-14. 3e: Expulsion Rates | 0.1% district-wide expulsion rate (from 0.1% in 2013-14) 3f: Parent Survey Data | 9,057 parents survey responses were received in the annual survey in 2014-15. The total student enrollment is 52,638. 3g: Facilities Inspection Tool | All schools (56 of 56) meet the exemplary or good standard on the 2014-15 FIT survey 3h: Suspension Rates | 3.6% district-wide suspension rate (from 4.5% in 2013-14) 3i: Parent Engagement | Monthly meetings were held for the Community Advisory Committee

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1: Provide adult supervision/staff during transition periods.	$3,230,713 LCFF sources	1. Provided professional development to school staff on AERIES/SWIS regarding identification of problem campus locations and supervision needs, progress monitoring on implementation strategies to increase safety during transition. 2. Provided 15 full day PBIS trainings. 3. Training of WIN Teacher Leads for school supervision and safety during transition periods. 4. School sites have increased supervision by utilizing site funds to hire Activity Supervisors	$4,077,618 LCFF sources
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2: Support learning opportunities for all stakeholders such as, but not limited to, providing family events, (e.g. Open House, Back to School Nights, and safe and sensitive schools workshops).	$88,354 LCFF sources Title I, Part A	1. Provided four workshops to site PBIS teams on incorporating parent and community involvement in School-wide PBIS efforts during full day professional development. 2. Two additional Parent/Community Liaisons were hired. 3. Ten Liaisons are assisting with coordination of Open House and Back to School Nights. They are also providing parent trainings, workshops	$92,733 LCFF sources Title I, Part A

		and other services connecting parents to the school site.They also train hundreds of parents a year on the parent portal. 4. Parent/Community Liaisons provide case management to assist parents with linkages to mental health services, food, shelter and medical support. 5. Expansion of staff training at sites in regards to Restorative Practices to engage parents, students and staff in meaningful conversations surrounding rights and responsibilities. 6. The annual Parent Conference is a full day conference, with breakfast and lunch, featuring over 60 breakout trainings on a variety of educational, health, legal and personal growth topics from a variety of education and community experts. The conference also includes a community fair with over 40 local educational, health and community resources. 7. The parent of the year celebration is a recognition ceremony honoring the contributions of parents to our schools. Each site nominates a parent from their school to be recognized at the event. From these nominees an elementary, intermediate and high school parent is awarded the district "Parent of the Year" award. Translation and childcare were provided for each of these events.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
3.3: Establish processes that support maintaining current facilities (school safety and maintenance).	$34,907,687 LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance Civic Center Rental Fees Godinez Rental Fees	1. The Annual California Healthy Kids Survey (CHKS) is conducted at all schools to measure metric progress. 2. School perimeter fencing and security cameras improvements have been made at schools 3. Annual FIT survey is conducted at all school sites 4. Per Williams legislation, designated schools complete annual reports and participate in OCDE site visits. 5. School Police routinely monitor school sites after hours 6. Building Services completes 24,000 work orders and many "special projects" every year.	$38,791,363 LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance Civic Center Rental Fees Godinez Rental Fees
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4: Support school and district operations to create welcoming and productive school environments. Conduct "anti-bullying awareness" and "safe and sensitive schools" campaigns that include outreach efforts to staff, parents, and students.	$62,504,661 LCFF sources Title I, Part A Special Education MediCal Administrative Activities (MAA) Self-Insurance Fund Local sources	1. Provided in excess of 15 full day (SW-PBIS, Group/Secondary Interventions, Individual/Tertiary Interventions) and more than 47 partial day Positive Behavior Intervention and Supports (PBIS) training (e.g., Stop and Think, Skills-streaming, SWIS, PBIS Assessment, Classroom Management, Parent Training, Supervision Training,	$63,334,621 LCFF sources Title I, Part A Homeless Children Education Grants MediCal Administrative Activities (MAA) Self-Insurance Fund Local sources

		COST,) for district school. 2. District PBIS team completed 54 Tiered Fidelity Implementation observations, and 28 additional site visits in support of PBIS efforts. 3. Contracted with and trained ten community Restorative Practice Intervention Specialist to assist in promoting alternatives to suspension and expulsion. 4. Issued a request for proposals (RFP) for restorative practice intervention specialists in 2016-17 school year. 5. In addition RPI Specialist conduct mediations, circles and training for staff on RP SAUSD model. 6. Creation of Online Learning Module for Restorative Practices and Coaching model for supporting expansion and fidelity of implementation. 7. Trained Psychologist, Homeless liaisons, Foster and Homeless District liasison, Community Liaisons and Over 300 SAUSD staff in Introduction to RP.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training,	$50,359,391 LCFF sources MediCal Administrative Activities (MAA) Medi-Cal Billing Option	1. All schools participated in a school-wide PBIS program that includes student recognition and incentive programs to help motivate and cultivate a positive school culture.	$51,802,808 LCFF sources Carol M. White PEP Grant Safe Haven MediCal Administrative Activities

Implementation of restorative justice stategies, expanding drop-out prevention and retention efforts, mentoring, increasing nursing services, nutritious food, intramural sports, and other wellness programs. Expand School Climate Committee to include parents and students.	Special Education Title I, Part A Child Nutrition Child Nutrition: Healthy Active Families Carol M White PEP Grant Before and After School Learning & Safe Neighborhood	2. In comparison to YTD January 2015 and YTD January 2016, we have 633 fewer days lost as a result to suspensions resulting in a 27% reduction from last school year. We currently have 1739 days lost of instruction due to 802 suspensions. 3. January YTD, we have had a 46.67% reduction in expulsions from 15 expulsions to 8 expulsions this school year. 4. The School Climate Committee formed last year (2014-15) , continues to meet each month and has provided information CSBA and to other community groups to support the strong partnership in support of student restorative justice practices to keep students in schools. 5. Increased nursing services by hiring 40 Licensed Vocational Nurses (LVNs) to support health needs at school sites. 6. Two dropout prevention and recovery specialist have provided extensive support and outreach and completed over 2,200 home visits	(MAA) Medi-Cal Billing Option Special Education Title I, Part A Child Nutrition Child Nutrition: Healthy Active Families Local Sources
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.6: Support extended learning opportunities for low-income pupils by	$671,263 LCFF sources	1. Parent/Community Liaisons assist parents in setting up and accessing the	$702,378 LCFF sources

providing parent training on accessing the student information system (attendance, grades, progress reports, etc.).		parent portal throughout the school year. 2. In collaboration with the Education Technology Department a focus group of 15 parents was conducted in September. The purpose was to expose parents to the concept of blended learning. 3. The new report cards were introduced and explained to the DAC/DELAC parents. Translation and childcare were provided at all of these trainings. 4. Parent representatives from each school participated in TIS sponsored ED Tech Workshop and received chromebooks and wireless hotspots to encourage school site parent leadership.	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7: Establish parenting programs that support student success including, but not limited to Parents Investing in Quality Education (PIQE) and other family services (e.g., parent trainings, links to community social service resources, parenting workshops, and secondary bridge programs), expand the use of school-based Parent and Community Liaisons, expanding	$1,389,491 LCFF sources Title I, Part A	1. Structured recess is being provided at 15 SAUSD elementary schools. This program is provided by Kid Healthy and utilizes parent volunteers to teach the physical activity games and skills during lunch recess. 2. For fall, 2015, the average volunteer occurrences were 106 occurrences weekly, the average	$2,869,846 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA

structured recess at elementary schools, offering health fairs, and providing finger printing for parent volunteers. Support these efforts with transportation and childcare.		physical minutes/hours of PA were 3. 520 minutes/42 hours and over 35 parent meetings were held on topics such as the PA trainings, leadership, nutrition and new physical activities (this year--musical hula-hoops and obstacle courses). 4. Parent education programs are being offered at all of our schools to support student achievement. 5. Community Liaisons meet monthly to provide parents with community resources in areas of need. 6. 71 parents were trained on the Raising Highly Capable Kids parenting curriculum, based on the 40 Developmental Assets. Implementation is in progress. 7. SAC Padres Promotores were trained on topics related to the Education system and the programs available through SAUSD. 8. Elementary parent trainings include: Padres en Accion, GRIP and Padres Unidos. 9. Parent trainings were also provided at the annual Parent Conference with over 40 community partners. 10. District has supported the expansion of health fair offerings by supporting community partners for our families. 11 Translation and childcare for parent conferences and training sessions at multiple District and school events. 12. The RAPTOR (background check) system provides quick and efficient clearances to support parent participation.	
Scope of Service: District-wide		Scope of Service: District-wide	

_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8: In addition to services provided to low-income students, parents of EL students will receive assistance including translation services and English and computer classes.	$255,542 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA	1. SAUSD provided its first Digital Citizenship Academy for Parents on March 19, during the SAUSD Parent Conference. The Digital Citizenship Academy has been developed to help parents understand and support their children and their use of technology and online resources and to help equip parents to become leaders in the area of Digital Citizenship at their schools. Parents who attend the entire Digital Citizenship Academy will receive a certificate and be eligible to check out a chromebook and hotspot (wireless internet access) for their use at home in support of their children. 2. The EL department provides translation services for PTA meetings and DAC/DELAC meetings, the Parent Conference, the Parent of the Year event, Board meetings, and district parent, district television station, IEPs, parent trainings are translated in Spanish. 3. Translation services are provided at IEP meetings. IEPs are translated upon request. 4. The annual parent conference included sessions with translation available in Vietnamese.	$742,354 LCFF sources Title I, Part A Title I, School Improvement Grant QEIA

Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.9: Redesignated Fluent English Proficient (RFEP) students will receive services including, but not limited to, the services provided to all low-income students.	$153,309 Title III, LEP	1. Schools provided after school tutoring (up to 60 hours per teacher), 2. Making Meaning Through Writing professional learning module for all teachers based on the ELD/ ELD framework to support redesignation efforts. 3. All RFEP students will be provided with access to all categorically funded resources and programs designed to support these students with improving academic achievement and college and career readiness such as: AVID, after school tutoring, summer school	$172,415 Title III, LEP
Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.10: Support the enhancement of school climate through smooth operations and processes.	$80,273,802 LCFF sources Deferred Maintenance	1. School office staff members have received training on supporting parents in the front office 2. Site personnel utilize an online	$119,301,723 LCFF sources Deferred Maintenance

	Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39)	program to request school repair, resulting in improved service. 3. District schools received differentiated training on implementation of tiered system of supports relevant to their individual implementation standing. 4. All district schools completed the PBIS Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI) to utilize data that informs intervention framework and organization. 5. School Climate Committee meets monthly to provide opportunity for collaboration and support for our schools and community	Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39)
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.11 Conduct a review of policies and procedures relating to discipline to incorporate restorative justice practices, where appropriate, and emphasize maintaining student connections to the learning program. Ensure discipline policies and student handbooks are available, in home languages, via the school and district websites.	$10,000 LCFF sources	1. With the implementation of PBIS, all schools have reviewed site discipline processes and have begun to move toward the implementation of restorative justice strategies. 2. The School Climate Committee meets monthly to provide support to RJ practices in all schools. 3. High School Student Forums have been held at all high schools to listen to the needs for the students. 4. This school year, Intermediate	$14,350 LCFF sources

		School Student Sessions have been held to speak to students and to listen to their perceptions of their best learning. 5. Joven Noble, a restorative justice curriculum, is utilized in the District 6. Restorative circles are held at schools where the need is identified and professional development has taken place to support student success. 7. The CHKS survey is conducted at all schools to measure progress toward a positive school climate. 8. Mental Health services provided at all sites	
Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In the 2016-17 school year, SAUSD will maintain focus toward our goals of providing a healthy, safe and secure school environment to support learning. Data is consistently reviewed to determine progress outcomes to achieving the goals. Our data reflects positive growth toward the increase of daily attendance, reduction of suspensions and expulsions, and improved school climate across the district. Additional actions will be implemented in the 2016-17 school year: Continue PBIS progress monitoring at all schools Develop and implement a district-wide intervention program at the intermediate school level to better support students demonstrating lack of progress (academically and behaviorally) through SST and COST teams Review and refine the SST and COST process for consistent and comprehensive intervention implementation and monitoring of student outcomes. Maintain fiscal support for mental health services and restorative practices at school sites Continue collaboration with School Climate Committee to address community concerns Continue development of resources for school-based health center Ensure that school sites utilize resources to address the needs of students as determined by stakeholder input and the

	School Plan. Continue to provide District and school based community events to engage families and community members The initial Local Control Accountability Plan (LCAP), was created during the 2013-14 school year based on the goals and actions defined by a wide range of stakeholder input. Moving forward as we plan for the 2016-17 school year, we continue to monitor identified metrics to measure success toward the goals. The financial data reported demonstrates how the resources are being allocated for each of the action areas. To provide maximum transparency, the LCAP reports the full expenditure for each activity listed. As we continue to allocate expenditures to meet the goals, we are able to show more comparable information which will be planned for each activity, versus actual expenses for each activity. Based on the outcome data, we make mid-year adjustments to dedicate resources to programs and supports that enhance outcomes and shift away from activities that do not further positive outcomes. The budget and the LCAP are living documents that are adjusted at each interim based upon the priorities of the District.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$102,488.075.00

For the 2016-17 school year, the total supplemental and concentration grant funds is projected at $102,488,075.00 based on the number and concentration of low income, foster youth and English learner pupils. SAUSD has an unduplicated enrollment of 94.24%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. All SAUSD actions and services will support all students in the following areas: Continued professional learning to support implementation of the new state standards at all grade levels; increased implementation of K-3 literacy initiatives to ensure reading by 3rd grade; Increased staffing to provide additional services as needed, for students of significant subgroups; Extended learning and instructional programs to increase access and enrichment opportunities for all students; Increased access to technology and STEAM, to support the development of 21st century skills for all students in preparation of College and Career readiness; Increased support for Advancement Via Individual Determination(AVID) at all schools; Increased Career Technical Education (CTE) coursework to support career pathways at all high schools; Continued partnership with the Santa Ana Partnership to support dual enrollment opportunities for students; Increased parent and community involvement and educational opportunities at schools and at district level; Implementation of new dependent charter and virtual school programs to support online learning for first time learning, and credit recovery; Project based learning, blended learning, personalized learning and virtual learning programs to meet the needs of all students; Increased social and emotional support to promote social and emotional health and school contentedness, for all students; Continued focus on safe and secure schools to promote a positive learning environment. The district will review the Single Plans for Student Achievement (SPSA) annually, for all schools to ensure alignment to goals, metrics and expenditures to the LCAP.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

24.78	%

The Local Control Funding Formula provides funds to school districts in the form of a base grant (supports operations and programs for all students) and for districts with large

unduplicated counts, (Socioeconomically disadvantaged pupils, English language learners, and Foster youth) additional supplemental and concentration grant funding to meet their individual needs. Santa Ana has a large unduplicated count of over 94% which results in approximately 28% of all LCFF funding coming in the form of supplemental and concentration grant funds. These funds are to be dedicated to meeting the needs of identified students. Currently, in Santa Ana Unified, the increase in proportionality for English Learners, Low Income Students and Foster Youth is 24.78% in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. Overall, the District spends more than the required proportionality ratio on identified students as demonstrated within the LCAP.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Adoption of 2016-17 Budget**

ITEM: **Action**
SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**
Tina Douglas, Assistant Superintendent, Business Services
PREPARED BY: **Swandayani Singgih, Director, Budget**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek adoption of the 2016-17 Budget.

ITEM SUMMARY:

- Adoption of 2016-17 Budget

RATIONALE:

At its June 7, 2016 Board meeting, a Public Hearing was conducted for the adoption of the 2016-17 Budget. Education Code Section 52062(b)(2) includes a new requirement effective with the 2016-17 fiscal year. Previously, the public hearing and adoption of the proposed budget occurred during the same board meeting in June. With the new regulation, the public meeting at which a school district governing board adopts a budget, must be held *after*, but not on the same day as, the public hearing.

The proposed budget cannot be adopted until after the Local Control and Accountability Plan (LCAP) is adopted and the LCAP must be adopted at a public meeting. Both the LCAP and the budget are on the June 28, 2016, Board agenda for adoption.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt the 2016-17 Budget as presented.

SP:mm

2016-17
SAUSD BUDGET PRESENTATION
JUNE 28, 2016

Tina Douglas
Assistant Superintendent, Business Services

AGENDA

- LCFF Summary
- SAUSD Budget Development Assumptions
- Multi-Year Projection (MYP) and Ending Fund Balance
- Next Steps

STATE FUNDING: LOCAL CONTROL FUNDING FORMULA

- The implementation of the Local Control Funding Formula (LCFF) is over an 8-year timeframe
  - The 2020-21 LCFF target is recalculated each year
    - The difference between prior year funding and the 2020-21 target is defined as the "gap"
    - A percentage of the "gap" is then funded through the State budget process
  - The May Revise projects that the LCFF will be almost 96% implemented in 2016-17

There is no guarantee that any, or all, of the gap will be funded each year, creating potential budget volatility

SAUSD BUDGET DEVELOPMENT ASSUMPTIONS

- 2016-17 Gap Funding Revenue at 54.84%: $28.3M
- COLA 0% - Down from 0.47%: ($1.4M)
- LIFI Expansion: $350,000
- Elementary Music: $410,000
- K-8 Counseling: $176,000
- Mental Health Services: $500,000
- STRS/PERS: $9.8M
- SAEA Tentative Agreement: $5.6M
- NAC: $600,000
- Technology Coaches: $0 (reallocation of 12 teachers)
- Restorative Justice Expansion: $161,000

REVIEW OF JULY 1 BUDGET MYP UNRESTRICTED FUNDS

MULTI-YEAR PROJECTIONS @ July 1 Budget	Base Year 2016-17	2017-18	2018-19
REVENUE	$528,259,332	$525,563,543	$529,175,839
EXPENDITURES	$428,638,786	$422,875,812	$429,974,268
OTHER FINANCING SOURCES/USES	($88,648,766)	($90,287,457)	($92,688,971)
NET INCREASE/DECREASE (DEFICIT SPENDING)	**$10,971,780**	**$12,400,274**	**$6,512,600**
BEGINNING BALANCE	$55,104,038	$66,075,818	$78,476,092
(DEFICIT SPENDING) / SURPLUS	$10,971,780	$12,400,274	$6,512,600
ENDING BALANCE	**$66,075,818**	**$78,476,092**	**$84,988,692**
COMPONENTS OF ENDING BALANCE:			
NON SPENDABLE	$1,170,000	$1,170,000	$1,170,000
COMMITTED BALANCE	$7,547,582	$7,547,582	$7,547,581
OTHER ASSIGNMENTS	$44,700,437	$57,225,474	$63,560,309
ECONOMIC UNCERTAINTIES	$12,657,799	$12,533,036	$12,710,802

RESERVE AMOUNTS ABOVE THE STATUTORY REQUIREMENT

Total Assigned/Unassigned Fund Balance	$57,358,236
Allowed With No Explanation: 2% Operational Reserve	$12,657,799
Fund Balance that Requires a Statement of Reasons	$44,700,437

- Reasons for Reserve
  - LCAP Priorities
  - SAEA Tentative Agreement
  - Instructional Materials/Adoptions
  - Addressing unexpected costs
  - Mitigating volatility in funding or expenditures

PROJECTED ENDING FUND BALANCES (ALL OTHER FUNDS)

Fund (all $s in 000's)	2015-16 Estimated Actuals	2016-17 July 1 Budget
Fund 09 – Charter School	$35	$356
Fund 12 – Child Development	$102	$104
Fund 13 – Cafeteria	$22,780	$20,345
Fund 14 – Deferred Maintenance	$137	$0
Fund 20 – Special Reserve Postemployment Benefits	$15,037	$15,037
Fund 21 – Building	$2,889	$2,380
Fund 25 – Capital Facilities	$9,699	$10,184
Fund 35 – School Facilities	$25,226	$25,338
Fund 40 – Special Reserve/Capital Outlay	$3,314	$758
Fund 49 – Capital Projects (COP)	$828	$825
Fund 51 – Bond Interest & Redemption	$19,708	$22,875
Fund 56 – Debt Service	$10,237	$10,845
Fund 67 – Self-Insurance	$15,541	$17,156

NEXT STEPS

- October 2016
  - OCDE will approve the LCAP by the October 2016 statutory deadline
- September 2016
  - Unaudited Actuals (Data as of June 30)
- December 2016
  - 1st Interim Budget (Data as of October 31)
- March 2017
  - 2nd Interim Budget (Data as of January 31)

THANK YOU

SANTA ANA UNIFIED SCHOOL DISTRICT

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Acceptance of Facilities Master Plan Annual Update**

ITEM: **Action**
SUBMITTED BY: **Orin Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Senior Facilities Planner**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of the updated Facilities Master Plan (FMP). Updated Educational Specifications have been incorporated into the FMP. The FMP is a "living document" and should be reviewed and updated annually as the needs of the District change.

ITEM SUMMARY:

- Purpose: Annually identify the District's facilities improvement needs.
- Contents: Enrollment history, capacity analysis, needs assessment, Educational Specifications, funding sources, implementation plan.

RATIONALE:

A FMP is a document produced as a summation of a collaborative and comprehensive process and becomes the road map to address the District's facilities improvement needs. The FMP examines overall educational and facilities needs beyond modernizations or improvements constructed to date at each site. The final document is a fact-based, data-driven report used to assist in making decisions related to educational facilities in order to best serve the needs of all students. The final document communicates effectively to the community what the District's facility improvement needs are and what options may be available to address those needs.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Accept the Facilities Master Plan Annual Update.

OW:rb

SANTA ANA UNIFIED SCHOOL DISTRICT

FACILITIES MASTER PLAN | **2016**

This page was intentionally left blank.

SANTA ANA UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

John Palacio | *President*

Rob Richardson | *Vice President*

Valerie Amezcua | *Clerk*

José Alfredo Hernández, J.D. | *Member*

Cecilia "Ceci" Iglesias | *Member*

ADMINISTRATION

Rick Miller, Ph.D. | *Superintendent*

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

Orin L. Williams | *Assistant Superintendent, Facilities & Governmental Relations*

This page was intentionally left blank.

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY | Pg. 1-3

II. ENROLLMENT AND DEMOGRAPHICS | Pg. 5-22
- A. Enrollment Trends 13
- B. Projections vs. CBEDS 14
- C. New Residential Development 16

III. CAPACITY ANALYSIS | Pg. 23-34
- A. Background 23
- B Capacity Calculation 24
- C. Class Size Reduction 30
- D. Early Education 32
- E. Classroom Configuration and Academic Pathways 33

IV. FACILITIES NEEDS ASSESSMENT | Pg. 35-60
- A. In Progress 35
- B. Historical Background – Completed Projects 35
- C. New Construction and Modernization 45
- D. Core Facilities Needs 46
- E. Nutritional Services Needs 49
- F. Instructional Technology Needs 52
- G. Maintenance Needs 52
- H. Projected Facilities Needs Costs 56

V. FINANCING | Pg. 61-72
- A. State School Facility Program Funding Sources 61
- B. Non-School Facility Program Funding Sources 66

VI. IMPLEMENTATION PLAN | Pg. 73-74

VII. APPENDIX | EDUCATIONAL SPECIFICATIONS | Pg. 75-76

TABLES, CHARTS, & FIGURES

TABLES

		PAGE
Table 1	Relocatable Classroom Removal	3
Table 2	Past Projection Accuracy	14
Table 3	Current Enrollment Projection	15
Table 4	Five-Year Enrollment Projection by School Level	15
Table 5	Santa Ana Residential Development Projects	16
Table 6	INDA Residential Units	17
Table 7	Schools Currently Serving the INDA	19
Table 8	Conservative Projection	19
Table 9	Projection at Build-Out	20
Table 10	SFP Loading Standards	23
Table 11	Current District Loading Standards	23
Table 12	Authorized and Other Classroom Use Criteria	24
Table 13	Districtwide Classroom Usage and Capacity Analysis	27
Table 14	Districtwide Capacity Analysis Assuming Class Size Reduction	31
Table 15	Projects Completed Between 2002 and 2007 | *Measure C*	36
Table 16	Project Construction Since 2008 | *Measure G*	38
Table 17	Project Construction Since 2008 | *Charitable Grant Funding*	43
Table 18	Project Construction Since 2008 | *Leveraged Funding*	43
Table 19	Relocatable Classrooms	45
Table 20	State Modernization Eligibility	45
Table 21a-e	Core Facilities	46
Table 22	Nutrition Services Facilities Assessment	50
Table 23	Summary Cost of Five-Year Good-Repair Plan	53
Table 24	Facilities Master Plan Projected Costs	59
Table 25	Status of New Construction Eligibility	61
Table 26	Total COS Allocation	62
Table 27	Total COS-S Allocation and Expenditures	63
Table 28	ORG Budget and Construction Status	64
Table 29	MOD Budget and Approval/Construction Status	65
Table 30	Total Facilities Funding	72

CHARTS

		PAGE
Chart 1	Historical Enrollment	13
Chart 2	Charter School Enrollment	13
Chart 3	Long-Range Enrollment Projection	15
Chart 4	Developer Fee History	67

FIGURES

		PAGE
Figure 1	Elementary School Enrollment Density by Study Area Zone	6
Figure 2	Intermediate School Enrollment Density by Study Area Zone	7
Figure 3	High School Enrollment Density by Study Area Zone	8
Figure 4	District Map	9
Figure 5	Elementary School Attendance Areas	10
Figure 6	Intermediate School Attendance Areas	11
Figure 7	High School Attendance Areas	12
Figure 8	Future Residential Development	18

CAVEAT STATEMENT

The Facilities Master Plan is inherently a dynamic document. Flexibility is necessary given that every component of the plan may change due to fluctuations in demographics, economics, and educational philosophies. This document is meant to capture existing conditions and mitigate conditions that do not meet existing educational philosophies. It is recommended that policy allows staff to make decisions within the framework of this plan, yet require updates to the Board of Education to ensure that staff is following the policy as set forth by the Board of Education.

Educational Specifications

Set forth on July 1, 2010, school districts that utilize State School Facility Program funding Districts are required to submit Educational Specifications to the California Department of Education as a condition of Final Plan Approval of construction projects (Title 5, California Code of Regulations Section 14030[a]). The Educational Specifications is a document that outlines the essential design components of a school facility to determine the essential elements of school facilities needed to promote the educational programs and goals of the District. It is applicable to new construction, modernization, expansion, and other improvements to ensure that future projects promote the educational objectives of the District. The full text of the District's Educational Specifications is included in the Appendix.

This page was intentionally left blank.

I | EXECUTIVE SUMMARY

The purpose of the Facilities Master Plan (FMP) is to provide a fact-based and data-driven report for the Board of Education and District staff to make decisions related to District educational facilities that best serve the needs of all students. The FMP herein uses articulated assumptions for enrollment, school site capacity, and availability of finances and funding. It will help guide the Santa Ana Unified School District (SAUSD) in constructing new facilities, evaluating existing facilities and programs by site, age, and type, and integrating student enrollments in decision making processes for current, planned, and future facilities. The scope of this FMP provides the following components and information:

- Demographics
- Capacity
- Facility Needs Assessment
    - New Construction/Portable Replacement
    - Modernization
    - Maintenance
    - Core Facilities
    - Nutrition Services
    - Technology
- Financing
- Implementation Plan

FMP History

For the initial FMP in 2008, SAUSD engaged Total School Solutions to assist our Planning Department with the preparation of a FMP for the District. The collaborative process involved extensive meetings and input from parents, teachers, staff, consultants, and the Board. SAUSD staff has prepared this and all subsequent FMP updates. The FMP is a "living" and evolving document and will be continually updated by staff as enrollment and educational programs change and as the construction program progresses.

Taxpayer Support

In November 1999, the SAUSD ballot measure (Measure C) was passed by the voters authorizing $145 million in General Obligation Bonds to build new schools. In June of 2008, the District successfully passed a $200 million bond, known as Measure G, to modernize existing schools and replace relocatable classrooms with permanent buildings. The FMP details the projects completed or planned to be completed by Measure C, Measure G, and additional leveraged funding sources.

Enrollment/Demographics

The District's enrollment rose sharply through the mid- and late 1990s and has been in steady decline since peaking in the 2002-03 school year with 60,973 students. From the 2006-2007 school year, the decline moderated somewhat with a modest uptick in the 2008-09 school year. According to preliminary projections, enrollment is anticipated to decline for the 2016-2017 school year.

Capacity Analysis

A site's capacity is affected by various factors, including educational programs and class size, and can vary from year to year. The FMP's capacity analysis reflects the current usable capacity. District capacity standards consider the impact of special programs important to academic objectives that use classroom spaces and lower the overall school capacity.

The capacity analysis section segregates schools by grade level served, by permanent vs. relocatable classrooms, by calculations using the State SFP formula, and by District standards. The information on schools and their capacities will be useful in assisting the District with annual decisions and ongoing planning with respect to instructional space as enrollments change. District staff has set standards to guide decisions on the addition or removal of classrooms. This FMP uses those standards to analyze site capacity.

The capacity section also addresses the Quality Education Investment Act of 2007 (QEIA). Since the District has four schools that are QEIA grant recipients, the FMP provides information on QEIA's CSR (Class Size Reduction) requirements. Due to program changes and State budget changes, QEIA and CSR will need to be closely watched.

Facility Needs

One of the District's primary goals in developing and maintaining this long range FMP is to bring equity in facilities to all sites. Repairs and upgrades to existing classrooms, the replacement of temporary relocatable classrooms with permanent facilities, building core facilities, adapting for multiple-academic pathways, and improvements to playgrounds and parking facilities are documented and funding sources identified that will allow the District to provide equitable facilities in support of the education of all District students.

Replacement of Relocatable Classrooms with Permanent Buildings

The District's enrollment rose sharply through the mid- and late 1990s peaking in the 2002-03 school year. As such, the accommodation for growth was the priority for facilities capital improvement resources during this time. A number of students are currently housed in "temporary" relocatable structures. To the extent that it is feasible, the District will replace the use of relocatable classrooms with permanent classrooms.

As of March 2016, the District has ownership of 234 relocatables. In 2013, the District purchased its inventory of leased relocatables as a strategy for saving money on leasing costs and alleviate the burden to the General Fund.

To date, 547 relocatables have been removed since Measure G passed in 2008, with 513 of those being relocatable classrooms. As part of the relocatable removal, 467 were replaced with new permanent classrooms through Measure G and the State School Facility Program (SFP) under the Critically Overcrowded Schools (COS), Overcrowding Relief Grant (ORG), Emergency Repair Program (ERP), and Modernization programs. As shown in Table 1 below, an additional 51 classrooms are planned to be replaced through the ERP and leveraged funds over the next year. Over the course of the Measure G construction program, 564 relocatable classrooms will be removed and 518 new permanent classrooms constructed.

Table 1: *Relocatable Classroom Removal*

	Relocatable Classrooms Removed	Permanent Classrooms Built
COMPLETED		
SFP COS	156	156
SFP ORG	234	234
SFP MOD	44	44
ERP	25	25
Leveraged	0	8
Excess Capacity	54	0
Subtotal - Completed	513	467
UNDER CONSTRUCTION / PLANNED		
SFP COS	0	0
SFP ORG	0	0
SFP MOD	0	0
ERP	23	23
Leveraged	28	28
Excess Capacity	0	0
Subtotal - Planned	**51**	**51**
TOTAL	**564**	**518**

The District is exploring opportunities to replace the remaining relocatable classrooms with permanent buildings. It should be noted, however, that a limited inventory of relocatable classrooms are necessary for program and enrollment flexibility.

Summary

The District has been successful in securing State funds to leverage and maximize Measure G funds. Since the passage of Measure G, the District has secured State Facilities Program funding for 54 projects, not including ERP. Eight new COS and twelve ORG classroom buildings have been completed and opened for instruction. In addition, the District has completed 34 Modernization projects. The District plans to start construction on three new classroom building projects and one joint-use community center project in fall 2016. The District continues to aggressively pursue State funding, and has been strategic in the utilization of additional funding sources to leverage General Obligation Bond funds. Further, the District stays actively engaged in State legislative and budgeting processes that impact the District.

This page was intentionally left blank.

II | ENROLLMENT AND DEMOGRAPHICS

The demographics of the Santa Ana Unified School District (SAUSD) play a critical role in projecting student enrollment. The District analyzes demographic data annually to determine present and future facilities and educational program needs. This section of the Facilities Master Plan (FMP) details the enrollment history of the District, enrollment trends, and projected enrollment.

Demographics and enrollment are central elements of the FMP. SAUSD is roughly 24 square miles and encompasses portions of the Cities of Santa Ana, Irvine, Costa Mesa, Newport Beach, Tustin, and unincorporated county land. It is an urban district and the sixth largest in the State and the largest in Orange County. Approximately sixty percent of SAUSD students are English learners and ninety-one percent of the student population is eligible for the free and reduced-price meal program.

Like many urban areas, SAUSD's population is not evenly distributed throughout the District. In high-density areas, such as large apartment complexes, large concentrations of students exist within the District. Some school sites within the District are overcrowded, while some have excess capacity. Demographic changes within the District are generally not evenly distributed across all the school sites. Given that the FMP is a "living" document, the District will have ample opportunity to monitor and adjust to changes in local and site level conditions.

Study Area Zones

In order to more accurately project the number of students within each school attendance area, the School District has been separated into Study Area Zones (SAZs). An SAZ constitutes a region of residential units with similar characteristics such as land use (e.g., single-family detached units or multi-family attached units), school attendance area, access to major roads, and distinct neighborhoods. In addition to identifying the exact concentrations of existing and future students, SAZs promote more accurate analysis of demographic trends within the sub-regions of a school district.

SAUSD is comprised of 568 SAZs, with each SAZ assigned to a specific elementary, intermediate, and high school attendance area. Figures 1, 2, and 3 illustrate the comparative density of elementary, intermediate, and high school students, respectively, for all 568 SAZs. Darker colors denote higher student density while lighter shades and white show lower density levels or the absence of students, respectively. Student density has remained relatively constant over the last several years since there has been little residential development within the City of Santa Ana. Pending further study of enrollment changes, the maps will be updated.

Attendance Boundaries

The District has not changed its attendance boundaries since 2008 when Heroes Elementary School opened. Figures 4 through 7 display the District boundary and the current elementary, intermediate, and high school attendance areas, respectively.

Figure 1: *Elementary School Enrollment Density by Study Area Zone*

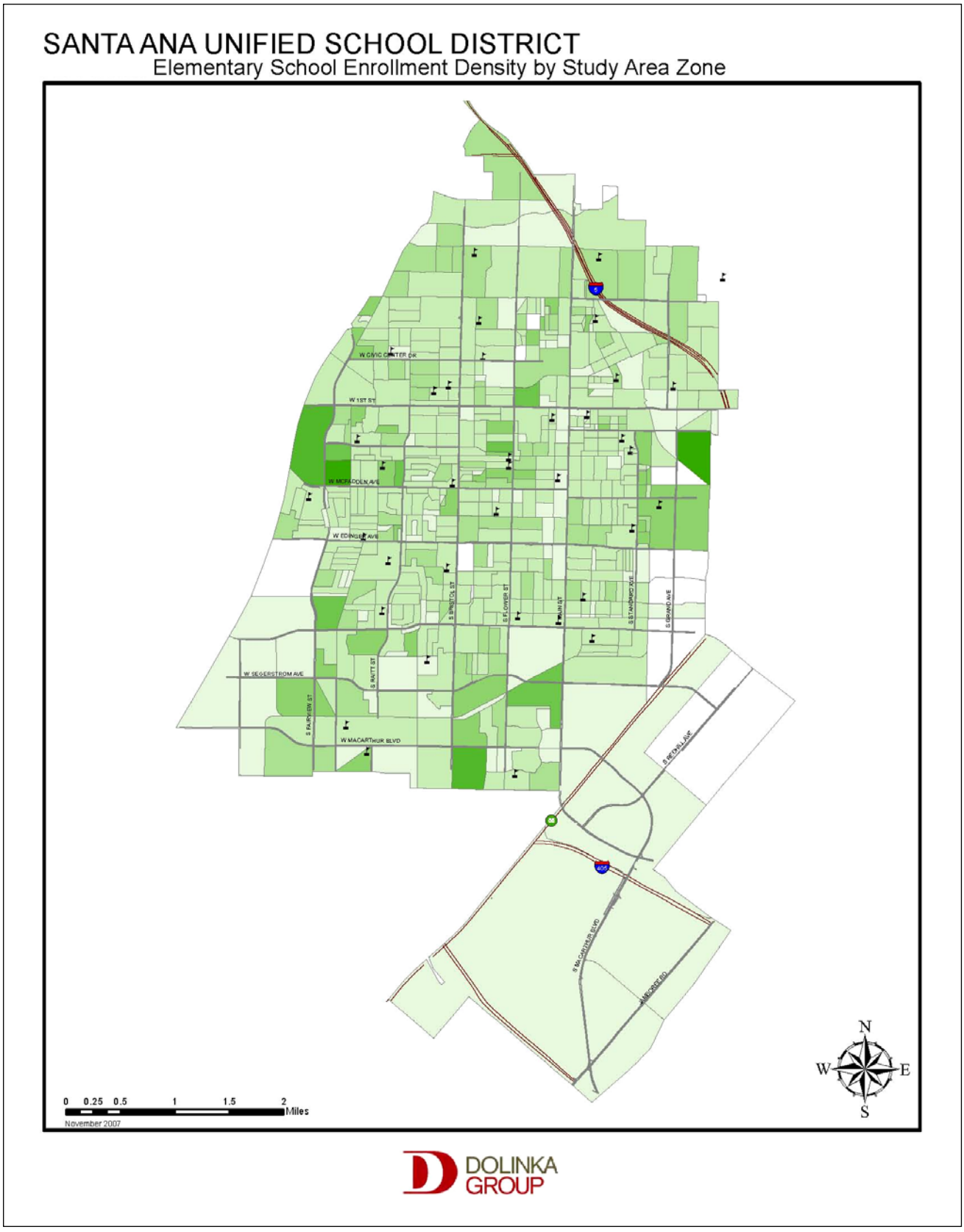


Figure 2: *Intermediate School Enrollment Density by Study Area Zone*

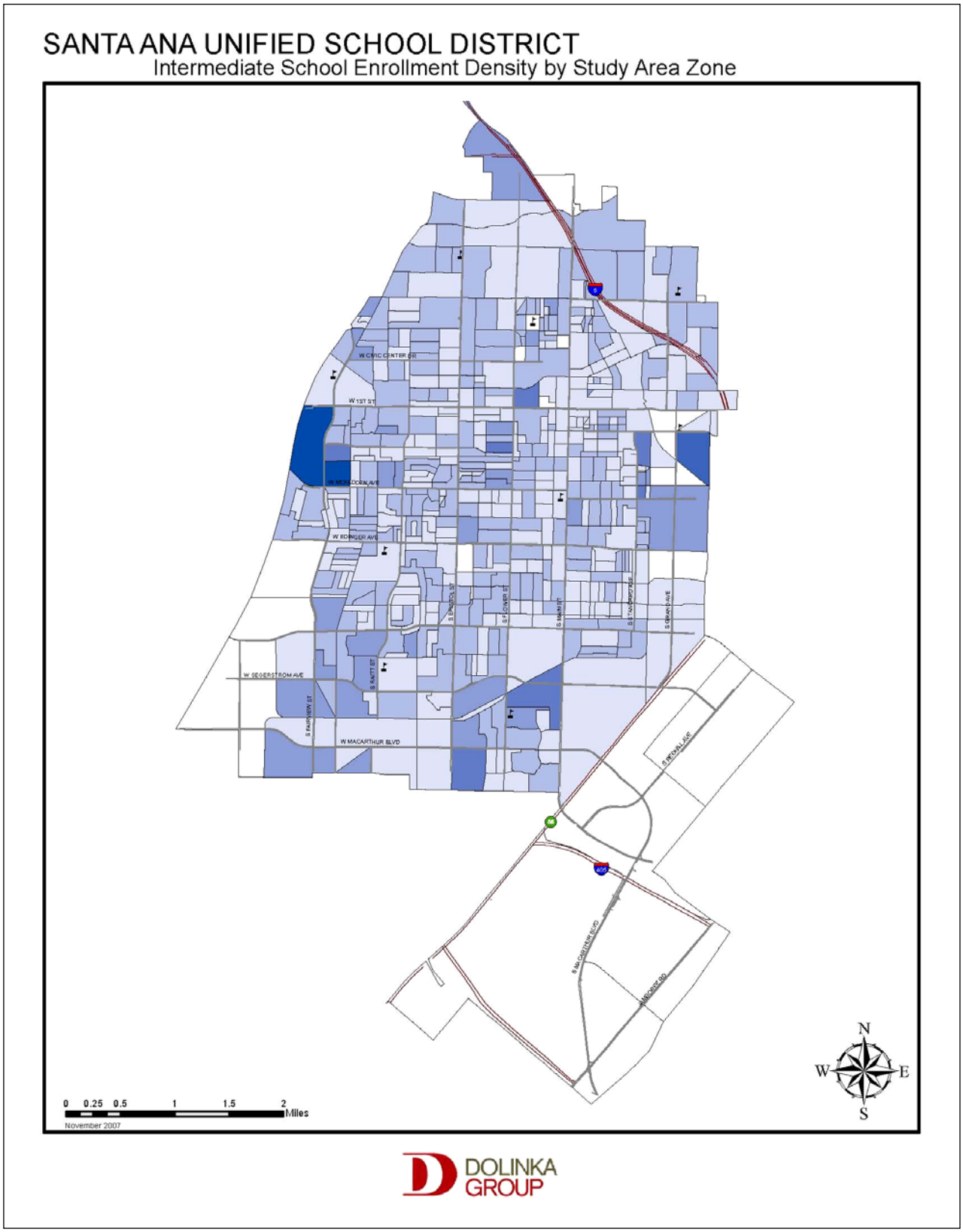


Figure 3: *High School Enrollment Density by Study Area Zone*

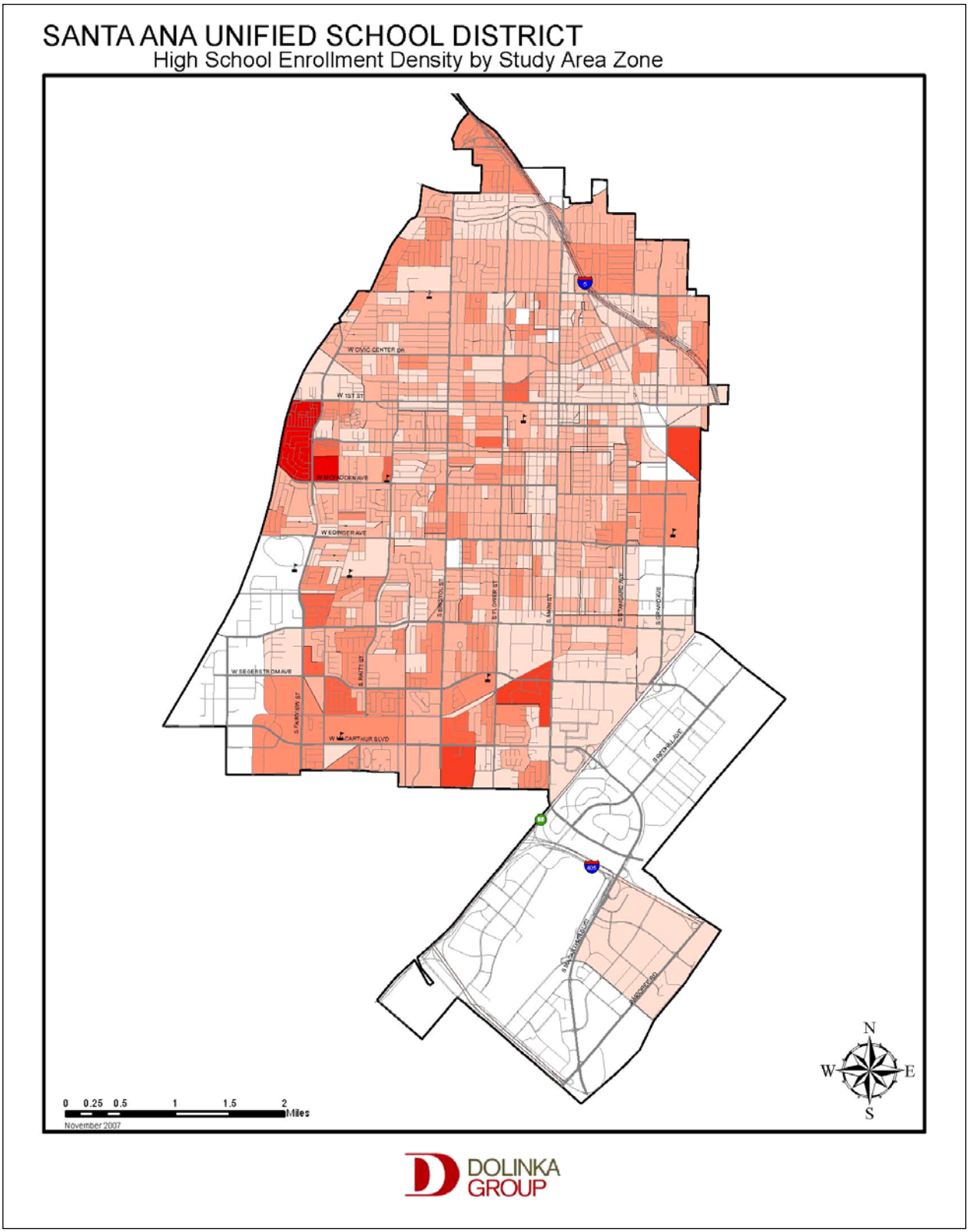


Figure 4: *District Map*

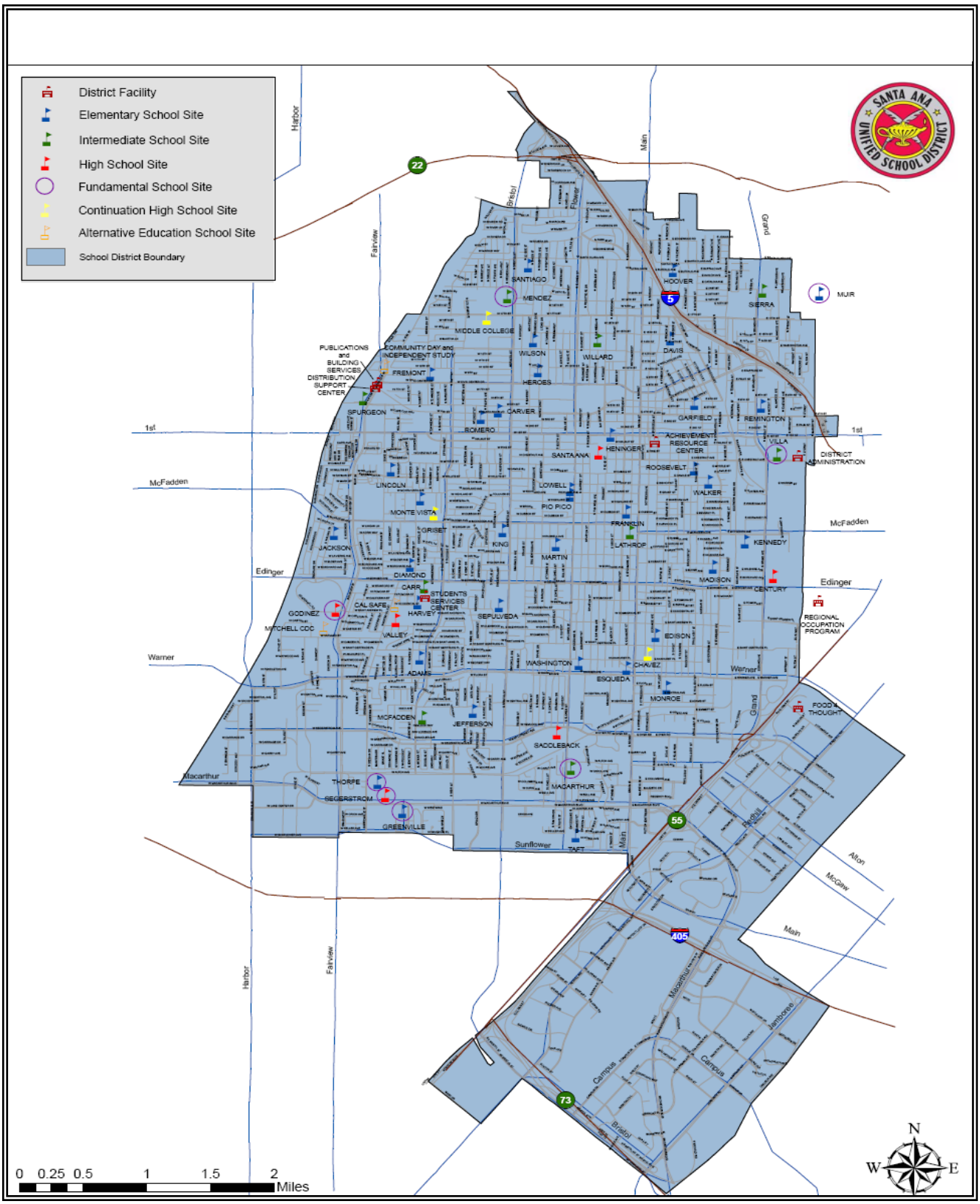


Figure 5: *Elementary School Attendance Areas*

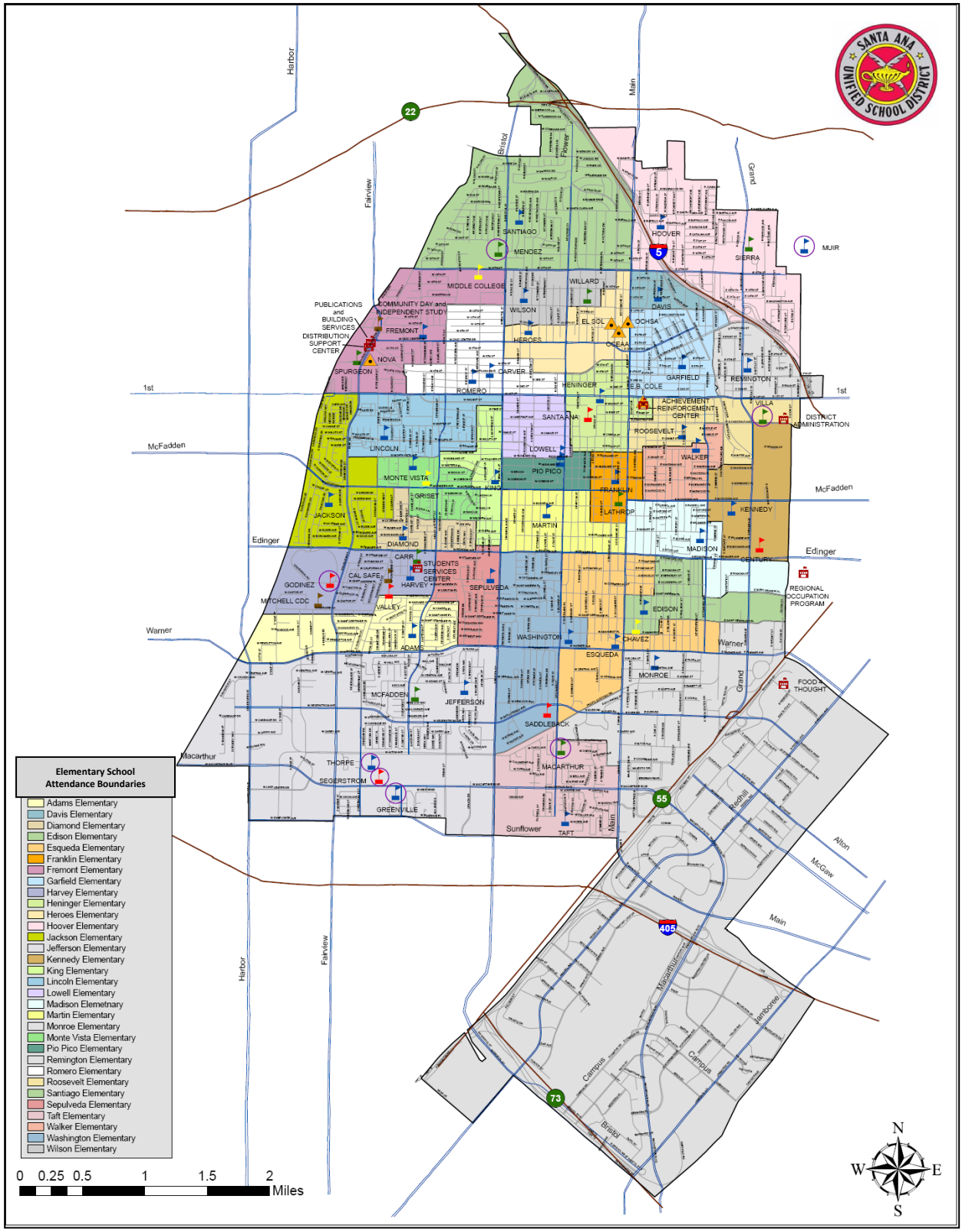


Figure 6: *Intermediate School Attendance Areas*

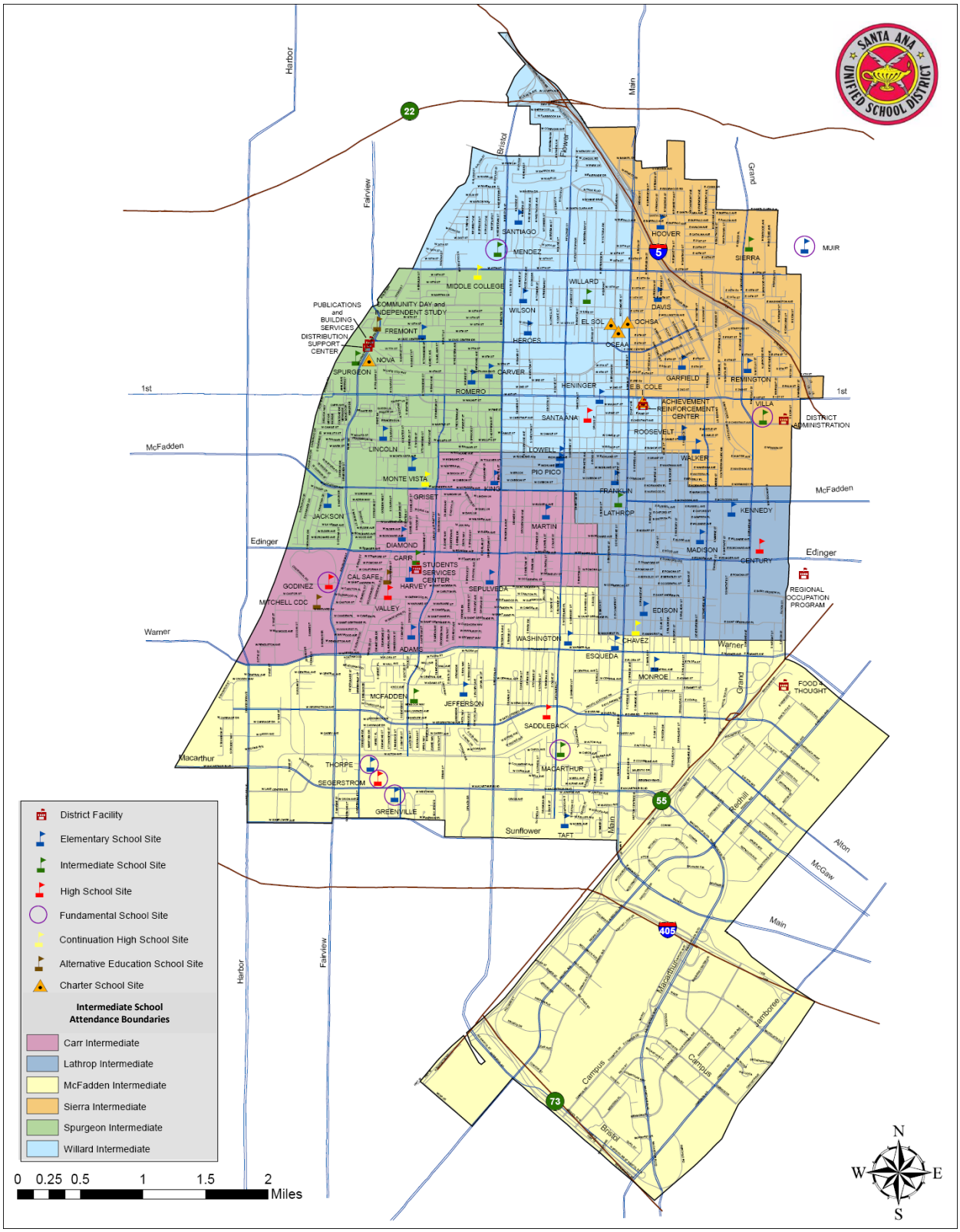
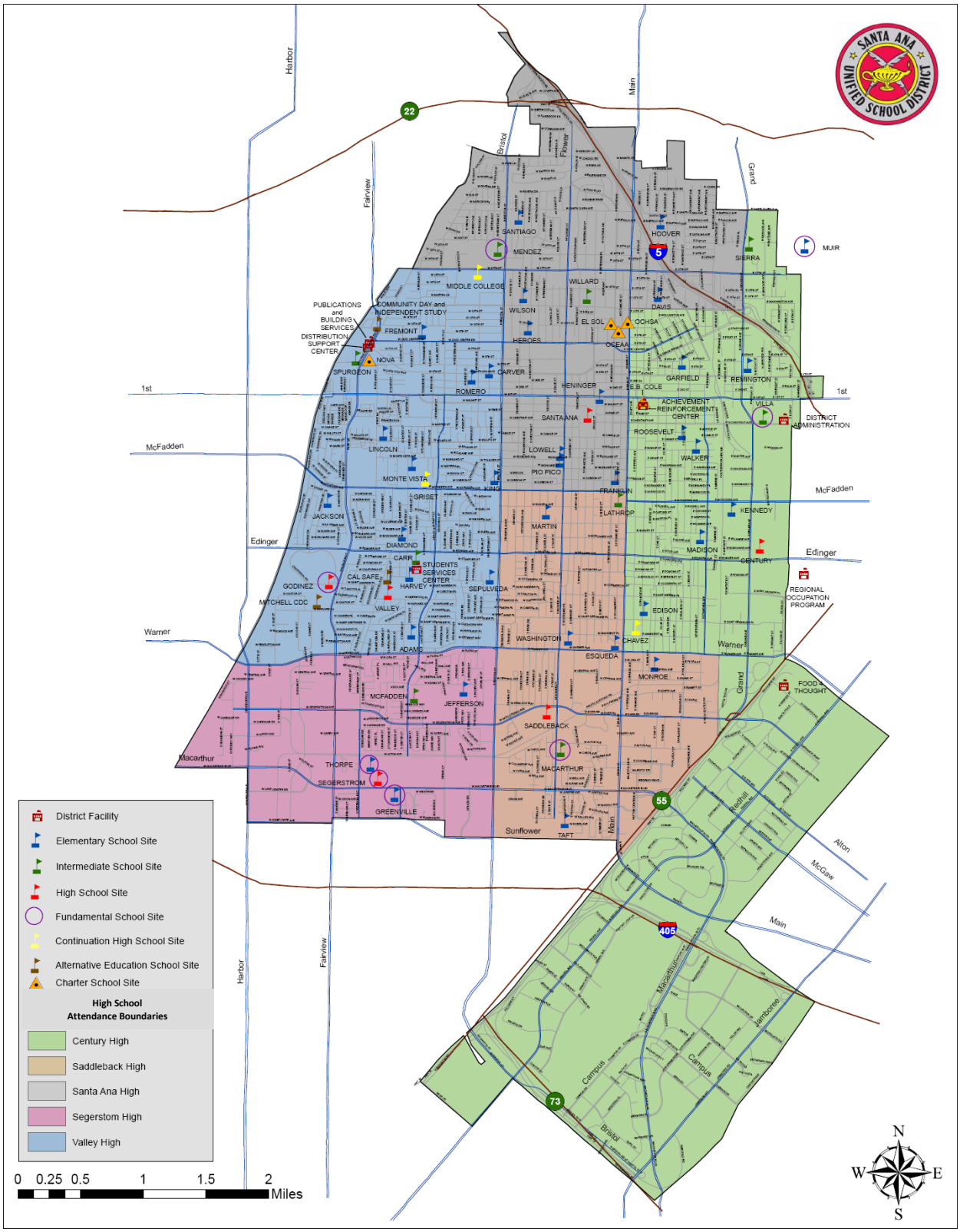


Figure 7: *High School Attendance Areas*



A. ENROLLMENT TRENDS

The chart below provides a long-range historic enrollment trend for SAUSD dating back to 1998. Enrollment rose sharply through the late 1990s and has been in steady decline since peaking in the 2002-03 school year. From the 2006-07 school year, the decline moderated with a modest uptick in the 2008-09 school year. According to preliminary projections, enrollment is anticipated to continue declining for the 2016-17 school year.

Chart 1 shows the District's historical enrollment since the 1998-99 school year. Please note: The enrollment listed in this section does not include charter school enrollment. Charter school enrollment is shown in Chart 2 below. Charter school enrollment has been consistently growing and is one of the reasons SAUSD's enrollment has been steadily declining.

Chart 1: *Historical Enrollment*

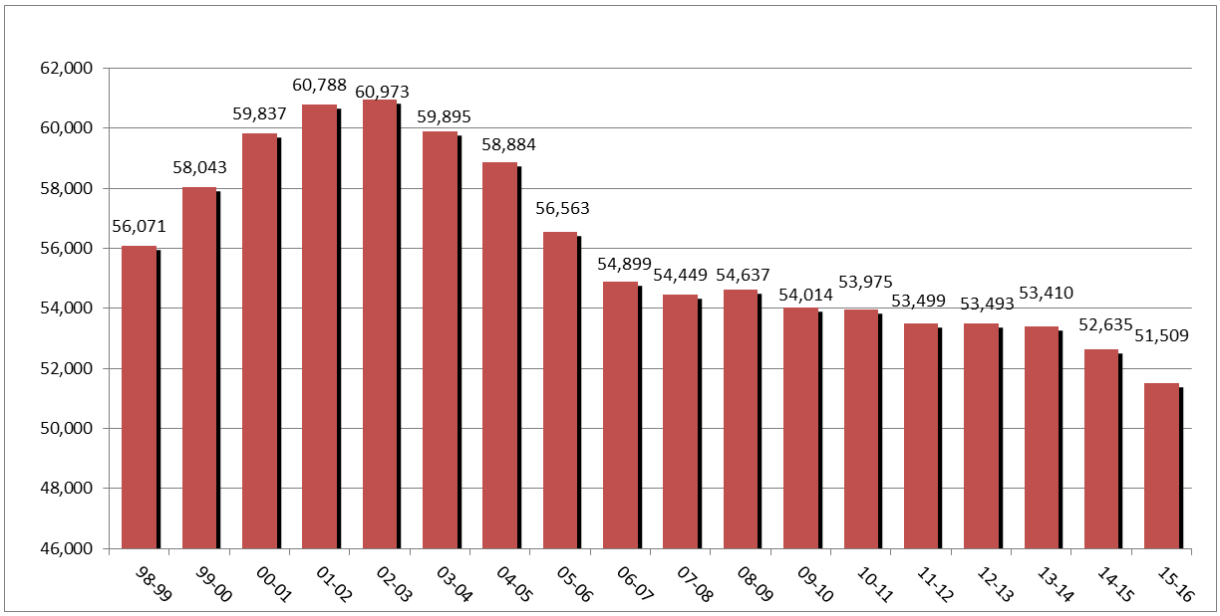
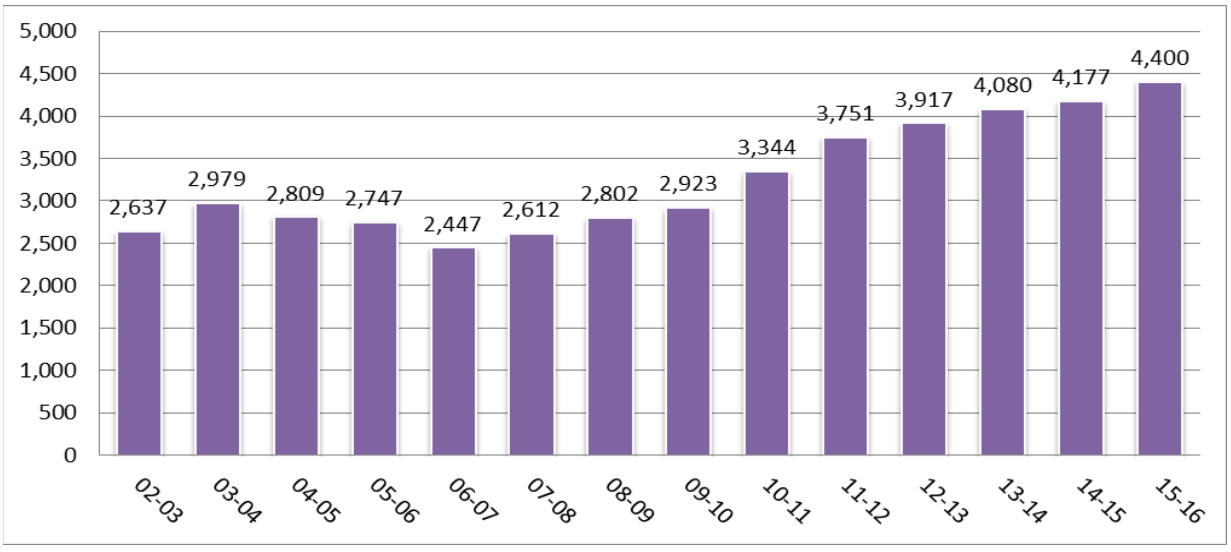


Chart 2: *Charter School Enrollment*



B. PROJECTIONS VS. CBEDS

California Basic Education Data System

The California Basic Education Data System (CBEDS) is an annual data collection system administered in October of every year for the purpose of collecting statewide information on student demographics. The District's annual enrollment in this section is given in CBEDS numbers, or enrollment as of the first week of October of each year.

Annual Enrollment Projections

SAUSD prepares annual enrollment projections in the winter of each year in order to anticipate the student enrollment for the following school year. Historically, the projections have been prepared internally by staff, externally by a demographics consultant, or by a combination of the two. The projections have consistently estimated within two percent of the actual enrollment, as shown in Table 2 below.

Table 2: *Past Projection Accuracy*

Projections	Internal Projection	Consultant's Projection	Actual CBEDS Enrollment
2015-16 Projection	52,169 1.27% difference	n/a	51,509
2014-15 Projection	53,641 1.91% difference	n/a	52,638
2013-14 Projection	53,400 0.04% difference	n/a	53,410
2012-13 Projection	53,611 0.20% difference	n/a	53,493
2011-12 Projection	54,014 0.96% difference	n/a	53,499
2010-11 Projection	53,317 -1.22% difference	53,398 -1.07% difference	53,975
2009-10 Projection	54,813 1.48% difference	55,025 1.87% difference	54,014
2008-09 Projection	54,210 -0.78% difference	54,314 -0.59%	54,637

Student enrollment is impacted by several factors. The economic conditions of an area impact the housing and job markets, which could result in residential development or families moving in or out of the area. Families having less income to spend on extras, such as private school, could cause students to transfer into the public school system. Birth rates in a particular area have an impact on the incoming kindergarten enrollment. Changes in educational programs can also impact enrollment by shifting students to different schools, or expanding the age spectrum by which students are eligible for enrollment, such as Transitional Kindergarten. All of the various factors that affect student enrollment are incorporated into the projection methodologies utilized by the District. The following table shows the current K-12 enrollment projection for the 2016-2017 school year. A decrease of 1,465 students is anticipated.

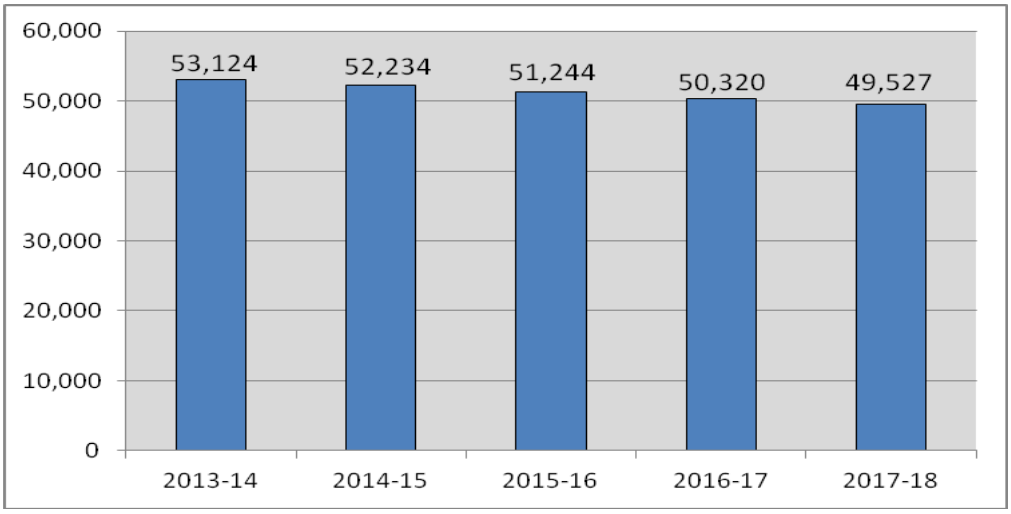
Table 3: *Current Enrollment Projection*

2016-2017 Projection	Current Enrollment	Change
50,061	51,509	1,448 students
		-2.84%

Long-Range Enrollment Projections

Long-range projections forecast enrollment for five or more years into the future. The long-range enrollment projections are updated approximately every five years. The latest long-range projections were prepared on November 27, 2012 by the firm DeJong Richter. The methodologies used in the long-range enrollment projection indicate gradually declining enrollment over the next five years. The following chart shows the long-range enrollment projection through the 2017-18 school year with a decline of less than two percent each year.

Chart 3: *Long-Range Enrollment Projection*



Source*: Enrollment Projection Study prepared November 27, 2012 by DeJong Richter.*

Table 4 below contains the long-range five-year enrollment projection by school level, starting in the 2013-14 year. The chart shows the greatest enrollment decrease at the elementary level, with the intermediate and high school levels remaining relatively stable. The decrease at the elementary level is consistent with City of Santa Ana birthrate data.

Table 4: *Five-Year Enrollment Projection by School Level*

Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18
K-5	26,518	25,898	25,039	24,047	23,185
6-8	11,926	11,786	11,704	11,765	11,810
9-12	14,681	14,550	14,501	14,508	14,532
Total	53,124	52,234	51,244	50,320	49,527

Source*: Enrollment Projection Study prepared November 27, 2012 by DeJong Richter.*

C. NEW RESIDENTIAL DEVELOPMENT

1. City of Santa Ana

The City of Santa Ana is the fourth densest city in the United States, only behind New York City, San Francisco, and Boston. As an urban city, Santa Ana is predominantly built-out, with most development consisting of redevelopment projects. Table 5 below identifies large residential projects listed on the City of Santa Ana's Development Activity Report that are within the District's boundary.

Table 5: *Santa Ana Residential Development Projects*

Project	Location	Developer	Units	Status
The Madison	200 N. Cabrillo Park Dr.	Bisno Development Enterprise & R20 Development	217 apartments & retail (5-story) 3,482 sq.ft.residential / 3,796 sq.ft retail	2nd round of plan review
Legado at The Met	200 E. First American Way	Legado	284 multi-family (MF) (5-story)	Plan review
The Heritage	2001 E. Dyer Rd.	Vineyard Development	1,221 MF & 74,090 sq. ft. retail / restaurant	Plan review
First Street Family Apartments	1440 E. First St.	AMCAL Multi-Housing, Inc	47,040 sq.ft., 69 MF units	Plan review
First & Pacific Residential Project	1506 W. First St.	Olson Company	62 unit single family 1,302 sq. ft. – 2,108 sq. ft.	Plan review

2. Irvine/Newport Development Area

Portions of the City of Irvine and City of Newport Beach exist within the southern area of the SAUSD boundary. The District refers to this area as the Irvine/Newport development area (INDA). The INDA is bounded by the John Wayne Airport to the northwest, the former Tustin Marine Corps Air Station to the northeast, the San Diego Creek channel to the southeast, and the State Route 73 freeway to the southwest.

The INDA, which was originally developed as a commercial and industrial center, has experienced market forces and development pressures encouraging a rapid transition into a more urban mixed-use center. In 2004, the number of building permits for residential units increased dramatically in the INDA. This area of the District has experienced rapid development in the last ten years, and is planned to continue to develop over the next ten to fifteen years.

Residential development projects totaling 5,618 units are planned to be developed in the INDA in the next 10 years. An additional 520 units were previously submitted to the City of Irvine, but have since withdrawn or expired as a result of the economic depression. When added together, these total 6,138 planned units planned within SAUSD. When added to the existing 4,755 units, the INDA would contain a total 10,893 residential units within SAUSD boundaries. In addition to INDA units within SAUSD, there are 1,679 additional planned units immediately outside SAUSD

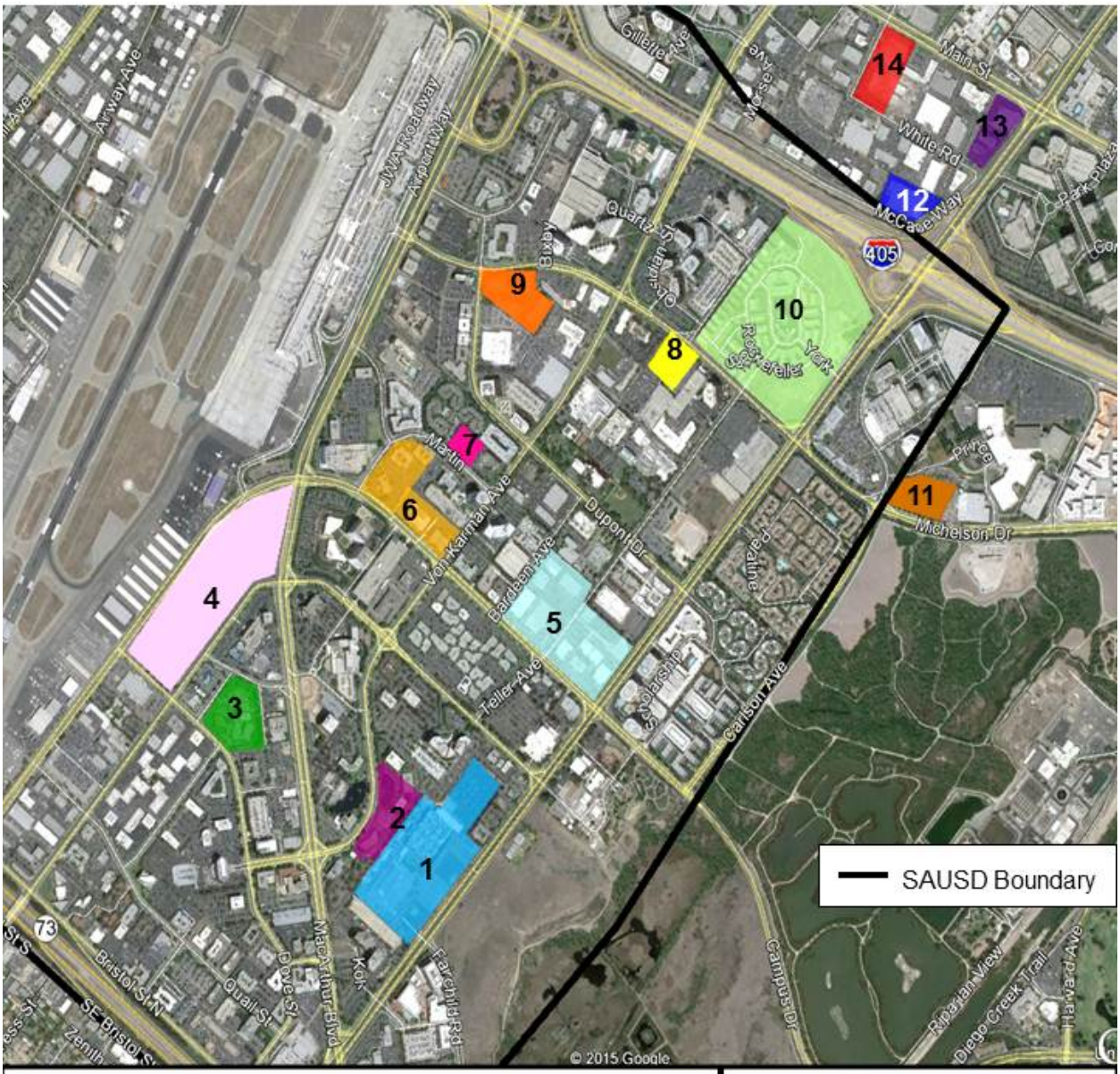
boundaries, as summarized in the following table. If a school was developed in the INDA, it would have the potential to draw students from the residential development just outside the SAUSD boundaries in the vicinity of the school site, as shown in Figure 9.

Table 6: *INDA Residential Units*

Within SAUSD	
Existing Units	4,755
Planned Units	6,138
Subtotal	**10,893**
Outside SAUSD	
Planned Units	1,679
Total Residential Units	**12,572**

The planned INDA residential projects that were halted due to the recession have since been active, indicating a recent turnaround in the economy. In the month of March 2016, the District collected $1.14 million for two large residential projects in the INDA residential corridor. Based on phone calls received from INDA developers, we anticipate an additional $1.74 million to be collected in 2016. Developer fee money is required to be spent on facilities improvements to accommodate the additional students generated by the development. As such, Facilities staff has designated this money for the INDA charter school facilities. As previously discussed with the Board, Facilities staff and the District's broker are actively searching for properties to house a District school in the INDA corridor.

Figure 8: *Future Residential Development*



Within SAUSD						Just Outside SAUSD		
	PROJECT	UNITS		PROJECT	UNITS		PROJECT	UNITS
1	Uptown Newport	1,244	6	Colton	876	11	The Village	520
2	Koll	260	7	Milani	287	12	McCabe*	314
3	Dove Street	384	8	Olen*	208	13	Main & Jamboree	388
4	Saunders	329	9	Colton*	312	14	Metropolis	457
5	Elements	1,600	10	Central Park West	638		**Total Units**	**10,117**

* = Project withdrawn during recession; Potential future residential development

Updated March 2015

The following table identifies the District schools that currently serve the INDA. Some of the District schools that presently serve the students generated in the INDA currently do not have the available capacity to serve students that will be generated by future development in the INDA. In addition, the distance from the INDA to the schools is approximately five to six driving miles.

Table 7: *Schools Currently Serving the INDA*

School	Grades Served	Address	Available Classrooms	Approximate Driving Distance from the INDA
Monroe Elementary	K-5	417 E. Central Ave.	1	5 miles
McFadden Intermediate	6-8	2701 S. Raitt Street	2	6 miles
Century High	9-12	1401 S. Grand Ave.	5	6 miles

The increase in residential units and evolution to a mixed-use environment warrants the need for future school facilities in the INDA. The District employs a 'neighborhood school' policy that promotes community ownership, limits busing, and encourages walking and other forms of transportation to and from school sites. To house students generated from the residential units, the SAUSD envisions a school in the INDA. Implementation of a new school would require several strategic steps, including site acquisition, design, and construction.

Tables 8 and 9 below utilize various student generation rates (SGR) obtained from gathered data to estimate the number of students that may be generated from the residential development in the area. A conservative SGR was obtained using the number of students currently residing in the area multiplied by the number of planned residential units within SAUSD. As the INDA continues to grow and evolve into a mixed-use community, it will become more attractive to families and is anticipated to generate additional students. Therefore, an additional enrollment projection was prepared to project the number of students at build-out of the 12,572 residential units. Since the type of residential development within the INDA is consistent with the residential development within the Irvine Unified School District (IUSD), the build-out projection utilizes the IUSD's SGR for higher-density attached units.

Table 8: *Conservative Projection*

School Level	SGR	# Of Units	Students Generated
Elementary	0.040	6,138	246
Intermediate	0.012	6,138	74
High	0.017	6,138	104
Total	0.069	6,138	424

Note: SGR based on the current number of students in the INDA.

Table 9: *Projection at Build-Out*

School Level	SGR	# Of Units	Students Generated
Elementary	0.0620	12,572	779
Intermediate	0.0229	12,572	287
High	0.0251	12,572	316
Total	0.1100	12,572	1,382

Note: IUSD's SGR.

Facilities staff has initiated planning efforts and explored funding and facilities options to house INDA students. A summary and status of those efforts is as follows:

- In fall 2015, the District opened a new charter school called the Advanced Learning Academy. The charter school is currently housed at a facility in Santa Ana. An expansion of the school in the INDA is planned once a facility location can be identified.
- Construct a new school: Current average site acquisition costs are $4 million/acre, and increasing as the economy improves. A minimum 5-acre site would cost $20 million. Construction costs average $400 per square foot for an estimated $8,800,000. There are extremely limited land purchase options due to planned development and physical constraints (e.g. airport, freeway). In addition, State matching funds for land acquisition is currently unavailable.
- Developer-built school: Facilities staff has met with local developers on several occasions over the past three years to discuss site and funding opportunities to service the students generated from future development. The developers have expressed interest in aiding the District's planning efforts to develop a new school; however, they have stated no interest in a developer-built school.
- Bus students: This option is not consistent with the District's ideal neighborhood school model, and would result in long-term transportation costs.
- Partnerships: Facilities staff reached out to the University of California Irvine, City of Irvine, and the Irvine Ranch Water District on several occasions over the past three years to discuss partnership opportunities. The parties expressed no interest and all efforts have been exhausted at this time.
- Lease an existing building: Public school buildings are required to be compliant with the Field Act. Therefore, leasing an existing building would be feasible if the District operated a charter school in the INDA.

Potential financing mechanisms identified by Facilities Planning staff include the following. The District plans to continue researching site opportunities, partnership opportunities, and track residential development to refine its vision for a new school in the INDA.

- Federal**:** New Market Tax Credits
- State**:** (contingent upon a 2016 bond)
    - State Facilities Programs
    - State Charter Facilities Program
- Local: Joint-use recreational opportunities with the City of Irvine, marketing/business partnerships, developer-built infrastructure, joint-occupancy, and bridging of capital improvements.
- School Facilities Improvement District (SFID): These are similar to General Obligation bonds, except only a portion of the District is designated and only those voters residing

within the SFID would be assessed taxes to pay the annual debt service on bonds issued.

- Community Facilities Districts (CFD): “Mello-Roos” CFD bonds are issued exclusively on the basis of voter -approved special tax assessments to create new tax revenue for school districts. CFD boundaries can be tailored to areas of support to finance the purchase, expansion or improvements of facilities within the CFD for projects with an estimated useful life of five years or longer.
- Increase Developer Fees specific to INDA location.

This page was intentionally left blank.

III | CAPACITY ANALYSIS

A. BACKGROUND

To analyze the capacity of individual school sites and the resulting District capacity, it is necessary to understand that a school's capacity is a function of the educational programs at that school and the District's student loading standards. These functions can change as the District's educational programs and funding sources change, and as such, the capacity of a school fluctuates from year to year.

In addition, school capacity may be viewed in distinctly different ways for different purposes. One method of calculating capacity is based on the State School Facilities Program (SFP), utilizing the SFP loading and use standards. A District uses the SFP calculation for purposes of determining eligibility for funding the construction of new facilities or the modernization of existing facilities. The SFP's current loading standards appear in the table below.

Table 10: *SFP Loading Standards*

Type of Classroom	Students per Classroom
Kindergarten through Grade 6	25
Grades 7 through 12	27
Special Education Non-Severe	13
Special Education Severe	9

Another method of calculating capacity is based on local standards and actual District class sizes. Local standards may include educational objectives that impact capacity, annual general fund budget that could increase or limit class size, or collective bargaining agreements that impose other class size limitations. In the preparation of this Facilities Master Plan (FMP), District loading standards were analyzed and are outlined in the following table.

Table 11: *Current District Loading Standards*

Type Of Classroom	Students per Classroom
Grades Kindergarten through 5	29
Grades 6 through 8	35
Grades 9 through 12	36
Special Education Non-Severe	13
Special Education Severe	9

Consistent with the SFP method of calculation, physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative space) are excluded from the capacity calculation. Other authorized classroom uses utilize a dedicated classroom for portions of the day, such as a student computer lab. For the capacity calculation, these classrooms are not loaded with students and are not added into the school's student capacity. The number of students per classroom is applied to the number of instructional classrooms available for loading on the campus. The following table illustrates the authorized and other classroom use criteria,

established by a District administration committee. The following list is not inclusive of all classroom uses.

Table 12: *Authorized and Other Classroom Use Criteria*

Authorized Uses (Not Loaded)		Other Uses (Loaded)
Mind Institute	Library	Storage
Cal-SAFE	Preschool	Child Care
Music	Speech	Conference Room
After school program	Intervention	Empty
Computer Lab	Parent Center	Office

The capacity of any particular school is, in part, a function of the programs at that school. District capacity standards consider the enrollment impact of special programs that use classroom spaces that could otherwise be used for regular instruction. Many SAUSD schools have programs important to academic objectives that lower the overall school capacity. One example of a special program is High School, Inc. located at Valley High School. This program uses dedicated teaching stations that are customized to meet the program's unique needs and are, therefore, inappropriate for other programs.

B. CAPACITY CALCULATION

The following bullets detail the components considered in the capacity calculation resulting in the following capacity table:

- **Special Education**: Every school is adjusted for Special Education by State Special Education standards based on actual programs present at the time of development of the capacity analysis. The number of programs may change from time to time based on caseload and need. Special Day Classes (SDC) are loaded at 13:1 for non-severe SDC and 9:1 for severe SDC. Resource Special Program classrooms are loaded at 0:1 because the program serves students on a pullout basis and, as such, is removed from student housing capacity.
- **Elementary School Loading:** Kindergarten through fifth grade classes are currently loaded at 29:1. It should be noted this changed since the 2012 FMP update when CSR was implemented at grades 1-2. The result was an increase in capacity at the elementary level.
- **Intermediate and High School Loading:** Regular instruction classrooms are currently loaded at 35.
- **High School Loading:** Regular instruction classrooms are loaded at currently 36. The District's alternative high schools are loaded with fewer students to accommodate for the specific educational programs.
- **Authorized Uses:** District standards authorize the use of classrooms for certain programs, such as the Mind Institute, music, computer labs, and libraries. These specialized facilities are removed from the loading calculation.
- **Other Uses:** Other classroom usage has the effect of distorting capacity. School sites are host to a variety of supplemental programming that use classroom space that could

otherwise be used for instructional purposes. Since these classrooms could potentially be utilized for instructional purposes, the classrooms used for other uses are loaded by the ratios listed above for the respective grade level.

- **Quality Education Improvement Act (QEIA):** In 2007 the State legislature authorized what became known as the Quality Education Investment Act of 2007 (QEIA). This act provided an opportunity for low performing schools to apply for grants to be used to improve performance (test scores). Schools successful in the application process receive $500 per elementary pupil, $900 per middle school pupil and $1,000 per high school pupil for each year of the duration of the program. The funds are intended to be used for class size reduction (CSR), additional counselors, and other similar items. In this FMP, only the CSR component is included.

  In previous years, the District had fourteen schools that qualified for QEIA grants. These schools included one comprehensive high school, four intermediate schools, and nine elementary schools. However, beginning in the 2012-13 school year, only four District schools qualify for QEIA grants. These schools include one comprehensive high school and three intermediate schools. The capacities for these schools have been adjusted for the QEIA's class size reduction requirements.

  There is a possibility that QEIA funding will be eliminated within the next year. The FMP evaluates the impact on school capacity at the District's four QEIA schools if QEIA CSR were to be eliminated. The following table shows the additional classrooms that would become available if CSR is eliminated.

- **Mitchell Child Development Center (CDC):** The Mitchell CDC houses a variety of special programs, including Cal-SAFE, Head Start, Early Start, special education, and others. Its student capacity has been adjusted to accommodate the specific programs.

- **Construction:** Some school sites may be currently under construction and may have interim classroom housing and/or permanent classrooms not in use. Due to limited space for construction activities, some school sites must be condensed in enrollment or classroom space during construction. As the capacity analysis reflects current usable capacity, construction can result in varying District capacity from year to year.

- **Note:** Changes in capacity occur for many reasons. As noted in the discussion above, many sites, especially at the high school level, offer specialized programs, such as the Region Occupation Program or Reserve Officers' Training Corps programs, which utilize potential classroom space and may not be included in the school's capacity. Consequently, the capacities of schools fluctuate according to its most current schedule of special programs and the number of classrooms they occupy.

The Capacity Analysis below uses the District's current loading standards. Classrooms utilized by Other Uses are considered available classrooms.

This page was intentionally left blank.

Table 13: *Districtwide Classroom Usage & Capacity Analysis* (As of May 2016)

School Site	Classroom Type			Classroom Use				Capacity Analysis			
	Permanent Classrooms	Relocatable Classrooms	Total Classrooms	Regular Classrooms	Special Education	Authorized Uses	Other Uses	Regular Education Capacity	Special Education Capacity	Total Capacity	Classrooms Available
Elementary 2015-2016											
Advanced Learning Academy	12	0	12	9	0	3	0	261	0	261	0
Adams	26	0	26	17	4	5	0	493	52	545	0
Carver	21	8	29	21	3	5	0	609	39	648	0
Davis	33	0	33	25	0	8	0	725	0	725	0
Diamond	31	3	31	20	0	9	2	638	0	638	2
Edison	37	0	37	20	2	14	1	609	26	635	1
Esqueda	48	0	48	41	3	3	1	1,218	39	1,257	1
Franklin	22	0	22	16	2	3	1	493	26	519	1
Fremont	25	0	25	21	2	1	1	638	26	664	1
Garfield	35	0	35	25	1	8	1	754	13	767	1
Greenville	42	0	42	36	1	5	0	1,044	13	1,057	0
Harvey	18	5	23	16	3	4	0	464	39	503	0
Heninger	41	0	41	36	2	1	2	1,102	26	1,128	2
Heroes	28	0	28	19	1	8	0	551	13	564	0
Hoover	23	0	23	14	2	5	2	464	26	490	2
Jackson	52	0	52	33	1	13	5	1,102	13	1,115	5
Jefferson	27	12	39	25	6	8	0	725	78	803	0
Kennedy	46	0	46	27	3	14	2	841	39	880	2
King	37	0	37	27	1	7	2	841	13	854	2

Table 13: *Districtwide Classroom Usage & Capacity Analysis* (As of May 2016)

School Site	Classroom Type			Classroom Use				Capacity Analysis			
	Permanent Classrooms	Relocatable Classrooms	Total Classrooms	Regular Classrooms	Special Education	Authorized Uses	Other Uses	Regular Education Capacity	Special Education Capacity	Total Capacity	Classrooms Available
Elementary School Continued											
Lincoln	52	0	52	30	4	15	3	957	52	1,009	3
Lowell	41	0	41	30	5	4	2	928	65	993	2
Madison	52	0	52	37	5	9	1	1,102	65	1,167	1
Martin	40	0	40	26	4	10	0	754	52	806	0
Mitchell CDC	19	7	26	0	19	7	0	0	893	893	0
Monroe	22	1	23	16	2	4	1	493	26	519	1
Monte Vista	27	7	34	20	1	12	1	609	13	622	1
Muir	30	18	48	33	7	7	1	986	91	1,077	1
Pio Pico	22	10	32	22	3	7	0	638	39	677	0
Remington	6	12	18	10	4	4	0	290	52	342	0
Romero-Cruz	0	15	15	9	1	3	2	319	13	332	2
Roosevelt	47	3	50	22	8	13	7	841	104	945	7
Santiago	51	0	51	42	2	7	0	1,218	26	1,244	0
Sepulveda	21	4	25	16	4	5	0	464	52	516	0
Taft	42	11	53	17	14	20	2	551	182	733	2
Thorpe	28	6	34	34	0	0	0	986	0	986	0
Walker	22	1	23	17	3	3	0	493	39	532	0
Washington	58	0	58	29	8	19	2	899	104	1,003	2
Wilson	32	0	32	26	2	4	0	754	26	780	0
Subtotal	**1,216**	**123**	**1,336**	**884**	**133**	**277**	**42**	**26,854**	**2,375**	**29,229**	**42**

Table 13: *Districtwide Classroom Usage & Capacity Analysis* (As of May 2016)

School Site	Classroom Type			Classroom Use				Capacity Analysis				
	Permanent Classrooms	Relocatable Classrooms	Total Classrooms	Regular Classrooms	Special Education	Authorized Uses	Other Uses	Regular Education Capacity	Special Education Capacity	Total Capacity	Classrooms Available	Classrooms Available w/out QEIA
Intermediate 2015-2016												
Carr	62	0	62	46	9	7	0	1,680	117	1,797	0	0
Lathrop*	53	0	53	33	2	14	4	950	26	976	4	8
MacArthur	39	2	39	37	0	1	1	1,400	0	1,400	1	1
McFadden	42	14	56	44	7	3	2	1,715	91	1,806	2	2
Mendez	52	0	52	44	2	5	1	1,610	26	1,636	1	1
Sierra*	48	0	48	33	5	7	3	950	65	1,015	3	7
Spurgeon	55	0	55	33	4	15	3	1,330	52	1,382	3	3
Villa	43	0	43	41	1	1	0	1,470	13	1,483	0	0
Willard*	41	0	41	30	7	3	1	825	91	916	1	5
Subtotal	**435**	**16**	**451**	**341**	**37**	**56**	**15**	**11,930**	**481**	**12,411**	**15**	**27**
High School 2015-2016												
Century*	98	0	98	68	5	22	3	1,825	65	1,890	3	14
Chavez	12	4	16	13	0	3	0	325	0	325	0	0
Community Day	0	9	9	5	0	4	0	60	0	60	0	0
Godinez	96	0	96	82	4	8	2	3,096	52	3,148	2	2
Griset	18	0	18	15	0	3	0	375	0	375	0	0
Middle College	14	0	14	13	0	0	1	350	0	350	1	1
Saddleback	70	14	84	53	7	22	2	2,088	91	2,179	2	2
Santa Ana	131	0	131	85	7	33	6	3,348	91	3,439	6	6
Segerstrom	84	0	84	79	2	2	1	2,916	26	2,942	1	1
Valley	81	28	109	71	7	28	3	2,736	91	2,827	3	3
Subtotal	**604**	**55**	**659**	**484**	**32**	**125**	**18**	**17,119**	**416**	**17,535**	**18**	**29**
TOTAL	**2,255**	**194**	**2,446**	**1,709**	**202**	**458**	**75**	**55,903**	**3,272**	**59,175**	**75**	**98**

** QEIA Schools: Blue highlights indicate classrooms available if QEIA CSR is eliminated.*

*** The relocatable total does not include relocatables at other non-school sites or restroom relocatables.*

C. CLASS SIZE REDUCTION

Since a school's capacity is directly proportional to the number of students per classroom, the implementation of the Class Size Reductions (CSR) will decrease the existing capacity of schools. For example, a school with 10 classrooms and a loading ratio of 30:1 has a capacity for 300 students. When the school's class size is reduced to 25 students per classroom, the school capacity is reduced to 250 students. The change in class size results in a direct increase in the number of teachers needed, and therefore classrooms needed, to serve the same student population.

The SAUSD has a Collective Bargaining Agreement that identifies class size loading standards. However, for planning purposes, Facilities staff analyzed whether District schools have the capacity to implement CSR. Table 15 below analyzes Districtwide capacity and indicates which schools could accommodate CSR in grades K-3 (24:1). Also for planning purposes, an additional analysis was done to determine whether the District's intermediate and high schools could accommodate CSR of 32:1. The table identifies that most of the District's schools do not have adequate existing capacity to house CSR.

When the District implemented CSR in previous years, school facilities were adjusted to accommodate the additional classrooms needed. Specifically, classroom walls were adjusted to reduce the square footage of each classroom, which allowed for additional classrooms (two classrooms were converted into three classrooms). If CSR is implemented in the future, the District will need to analyze the best method to accommodate future CSR at each individual school site, which may include square footage adjustments, program relocation, discontinuance of certain "authorized" uses, or the placement of additional relocatable classrooms. In addition, with the transition to wireless technology capabilities, designated computer labs may no longer be needed at school sites and may be a source of additional capacity.

Table 14: *Districtwide Capacity Analysis Assuming Class Size Reduction*

Notes: *"CR" = Classroom. The following chart analyzes regular education enrollment only, since it is assumed special education classroom usage will remain unchanged.*

School Site	CRs Needed for Current Loading Standards	CRs Needed for CSR Loading Standards	Difference (CRs Needed to Implement CSR)	CRs Currently Available	Adequate Existing Capacity? (Y/N)
Elementary CSR K-3 Loaded at 24:1; Grades 4-5 Loaded at 29:1 Note, Advanced Learning Academy was not analyzed since it is are already at a lowered class size.					
Adams	26	28	2	0	No
Carver	21	26	5	0	No
Davis	33	36	3	0	No
Diamond	31	34	3	2	No
Edison	37	40	3	1	No
Esqueda	48	52	4	1	No
Franklin	22	24	2	1	No
Fremont	25	28	3	1	No
Garfield	35	39	4	1	No
Greenville	42	47	5	0	No
Harvey	18	20	2	0	No
Heninger	41	45	4	2	No
Heroes	28	31	3	0	No
Hoover	23	25	2	2	No
Jackson	52	57	5	5	**Yes**
Jefferson	27	31	4	0	No
Kennedy	46	50	4	2	No
King	37	41	4	2	No
Lincoln	52	56	4	3	No
Lowell	41	45	4	2	No
Madison	52	57	5	1	No
Martin	40	44	4	0	No
Monroe	22	24	2	1	No
Monte Vista	27	30	3	1	No
Muir	30	35	5	1	No
Pio Pico	22	25	3	0	No
Remington	6	8	2	0	No
Romero-Cruz	NA	NA	NA	NA	NA
Roosevelt	47	50	3	7	**Yes**
Santiago	51	55	4	0	No
Sepulveda	21	23	2	0	No
Taft	42	45	3	2	No
Thorpe	28	33	5	0	No
Walker	22	24	2	0	No
Washington	58	62	4	2	No
Wilson	32	36	4	0	No

Table 14: *Districtwide Capacity Analysis Assuming Class Size Reduction* | *CONTINUED*

School Site	CRs Needed for Current Loading Standards	CRs Needed for CSR Loading Standards	Difference (CRs Needed to Implement CSR)	CRs Currently Available	Adequate Existing Capacity? (Y/N)
Intermediate School CSR (Loaded at 32:1) Note, the QEIA schools were not analyzed since they are already at a lowered class size.					
Carr	62	66	4	0	No
MacArthur	39	42	3	1	No
McFadden	42	46	4	2	No
Mendez	52	56	4	1	No
Spurgeon	55	58	3	3	**Yes**
Villa	43	47	4	0	No
High School CSR (Loaded at 32:1) Note, the QEIA schools and alternative high schools were not analyzed since they are already at a lowered class size					
Godinez	96	105	9	2	No
Saddleback	70	76	6	2	No
Santa Ana	131	141	10	6	No
Segerstrom	84	92	8	1	No
Valley	81	89	8	3	No

D. EARLY EDUCATION

Research has repeatedly shown that providing a high-quality education for children before they turn five yields significant long-term benefits. In recent years, there has been State legislative interest in providing increased preschool and early education programs. In 2014, Senate Bill (SB) 837 proposed that school districts shall provide Transitional Kindergarten services to all students aged four years. While not passed into law, SB 837 indicates the State's potential future direction toward increased early education and potential mandated services. Therefore, it would be prudent for Facilities to anticipate future changes and assess the facilities adequacy to accommodate such a program. An assumption could be made that a program for all four-year-olds would equate to a similar student enrollment as Kindergarten for five-year-olds. Since SAUSD's current Kindergarten enrollment utilizes 150 classrooms, it could be expected that 150 additional classrooms would be required to house an early education program for four-year-olds. As identified in the Capacity Analysis, the District currently has 16 available classrooms at the elementary level. It should be noted that SB 837 did not propose any funding for the additional classrooms that would be required to house such a program. If an early education program is implemented in the future, a plan would have to be developed to construct and fund the additional facilities.

E. CLASSROOM CONFIGURATION & ACADEMIC PATHWAYS

The preparation of a capacity analysis allows the District to identify additional opportunities to benefit the learning environment and best utilize facilities. Alternative classroom configurations and instructional approaches can provide students with additional educational options and pathways to college and careers. Students have diverse learning methods, needs, and interests, and can best succeed when provided with multiple academic options. The District can broaden the range of teaching techniques and learning environments it offers to provide individualized quality learning. Parents can have the choice of which school and academic program is best suited for their student to be college and career ready.

As part of the construction program, there is an opportunity to create alternative and flexible learning environments. Facilities opportunities that will enhance the educational environment and provide educational options include establishing academies, alternative classroom designs and workspaces, career technical programs, and partnering schools to establish non-traditional grade configurations, such as a K-8 school. In recent years, a sixth grade program was implemented at Madison Elementary School and K-8 programs have been implemented at Santiago, Esqueda, and Heninger Elementary Schools. The District continues to look for facilities opportunities to provide a range of educational opportunities and environments.

STEM Academies

Federal Qualified Zone Academy Bond (QZAB) funding allow for certain schools to finance the equipping and/or renovating of school facilities to expand student learning opportunities and engage students through technology-focused, hands-on curriculum. The District is complete with installing photovoltaic solar panels at ten District school sites, including Heninger, Taft and Thorpe Elementary Schools, Carr, McFadden, and MacArthur Intermediate Schools, and Century, Santa Ana, Segerstrom and Valley High Schools. The solar panel systems are partnered with educational academies focused in science, technology, engineering, and math (STEM) curriculum. The District has already completed and plans to transform additional classroom facilities into advanced technology STEM laboratories aimed at improving graduation rates, preparing students for college, and equipping students with the skills employers require in today's global economy. The solar panel system can serve as a student laboratory for solar system design, fabrication, installation, monitoring, mounting systems, energy generation, and environmental benefits for integration into curriculum. The STEM laboratories may impact the school's capacity as classrooms are converted and utilized for special programs.

Flexible Learning Environments

The QEIA grant schools should be analyzed for opportunities to create flexible learning environments. If QEIA grant funding is eliminated, these schools will have adequate available space to reconfigure for alternative learning environments and educational programs. Specifically, the intermediate and high schools (Lathrop, Sierra, Willard, and Century) will have the available space to create alternative programs and multiple academic pathways to college and careers. Additional opportunities will be analyzed throughout the District in order to provide students with educational options to ensure their success.

This page was intentionally left blank.

IV | FACILITIES NEEDS ASSESSMENT

A. IN PROGRESS

The District currently is preparing a comprehensive needs assessment that will be incorporated into the next annual FMP update. This facilities needs assessment is an extensive inventory of the District's facilities and infrastructure, including an overview of their existing conditions. The process of gathering the necessary data for this assessment includes site visits, staff interviews, and review of previous deficiency documents. Short- and long-term needs and deficiencies will be identified, and projected project budgets with estimated cost will be provided.

B. HISTORICAL BACKGROUND – COMPLETED PROJECTS

Measure C Construction Projects

From 2002-2007 with the use of Measure C bond funds, the District completed construction of two elementary schools and three high schools. In addition, the District constructed new two-story classroom buildings consisting of twenty-three to thirty-three classrooms, workrooms, restrooms, and other spaces to replace old relocatable classrooms at Jackson, Lincoln, Roosevelt, and Washington Elementary schools.

The District modernized eleven elementary schools, three intermediate schools, and one high school during the same period. The scope of modernization generally included campus-wide American's With Disabilities Act upgrades, new walls, floor and ceiling finishes, plumbing and electrical upgrades, and new exterior finishes. Three intermediate schools and four high schools also received science laboratories funded with the Qualified Zone Academy Bonds. The list of school sites and projects completed between 2002 and 2007 appears in Table 16**.**

Measure G Construction Projects

Since the passage of Measure G in June of 2008, several projects have been completed and are under construction. Table 17 shows an updated list of major projects under construction, substantially completed, or completed since the beginning of Measure G. In summary, the District has completed 12 Overcrowding Relief Grant (ORG) projects, 8 Critically Overcrowded Schools (COS) projects, and 34 Modernization projects.

Charitable Grant Funding Construction Projects

The District has received charitable grant funding sources that have allowed for facilities improvement projects. Table 18 identifies facilities projects completed since 2008 in addition to Measure G construction projects.

Leveraged Funding Construction Projects

The District has been strategic in the utilization of additional funding sources to leverage General Obligation Bond funds. Table 19 identifies facilities projects completed since 2008 in addition to Measure G construction projects.

Table 15: *Projects Completed Between 2002 & 2007* | *MEASURE **C***

School Site	Project Description	Project Cost	Year of Construction
Elementary Schools			
Adams Elementary School	Modernization	$1,837,969	2003
Edison Elementary School	Playground Equipment Installation	$15,865	2004 – 2005
Esqueda Elementary School	New School Construction	$29,628,955	2003 – 2005
Fremont Elementary School	Modernization	$4,070,384	2004 – 2005
Heroes Elementary School	New School Construction	$21,568,836	2006 – 2007
Hoover Elementary School	Modernization	$3,840,581	2004 – 2005
Jackson Elementary School	Modernization	$3,395,042	2004 – 2005
Jackson Elementary School	New Construction: 31-Classroom Building	$8,233,983	2002 – 2004
Jefferson Elementary School	Modernization	$2,369,363	2004 – 2005
Lincoln Elementary School	Playground Equipment Installation	$26,051	2004 – 2005
Lincoln Elementary School	Modernization	$3,382,000	2004 – 2005
Lincoln Elementary School	New Construction: 33-Classroom Building	$7,830,018	2002 – 2004
Lowell Elementary School	Modernization	$3,231,163	2005
Madison Elementary School	Modernization	$3,259,288	2003 – 2004
Monroe Elementary School	Modernization	$2,316,019	2003
Roosevelt Elementary School	Modernization	$4,256,249	2005
Roosevelt Elementary School	New Construction: 23-Classroom Building	$8,002,977	2002 – 2004
Taft Elementary School	Modernization	$3,425,940	2003
Washington Elementary School	New Construction: 33-Classroom Building	$8,616,422	2002 – 2004

Table 15: *Projects Completed Between 2002 & 2007* | *MEASURE **C*** | *CONTINUED*

School Site	Project Description	Project Cost	Year of Construction
Intermediate Schools			
Carr Intermediate School	Science laboratories funded with the Qualified Zone Academy Bonds (QZAB)	$1,500,000	2004 – 2005
Lathrop Intermediate School	Modernization	$6,893,073	2005 – 2006
McFadden Intermediate School	Modernization	$5,791,773	2004 – 2005
Sierra Intermediate School	Modernization	$1,949,018	2005
Spurgeon Intermediate School	Science laboratories funded with QZAB	$1,500,000	2004 – 2005
Willard Intermediate School	Science laboratories funded with QZAB	$1,500,000	2004 – 2005
High Schools			
Godinez Fundamental High School	New School Construction, Centennial Park	$91,124,746	2003 – 2006
Godinez Cont'd	Improvements (Phase 2) and Discovery Heritage		
Godinez Cont'd	Museum Improvements (Phase 3)		
Lorin Griset Academy	New School Construction	$18,762,477	2004 – 2006
Segerstrom High School	New School Construction	$117,179,424	2002 – 2005
Valley High School	Modernization	$26,276,362	2006 – 2007
Century, Chavez, Saddleback, and Santa Ana High Schools	Modernization of 13 classrooms/science laboratories funded with the QZAB	$7,118,128	2004 – 2005

Table 16: *Project Construction Since 2008* | *MEASURE G*

School Site	Funding Source	Project Description	Project Cost/ Budget*	Construction Status
Carr Intermediate	COS	16-Classroom Building	$7,609,781	Completed 2009
Diamond Elementary	COS	16-Classroom Building	$9,484,275	Completed 2010
Greenville Fundamental Elementary	COS	20-Classroom Building	$9,032,618	Completed 2010
Kennedy Elementary	COS	24-Classroom Building	$12,150,780	Completed 2011
Lowell Elementary	COS	20-Classroom Building	$8,223,877	Completed 2010
Madison Elementary	COS	32-Classroom Building	$11,815,102	Completed 2011
Martin Elementary	COS	16-Classroom Building	$8,002,009	Completed 2010
Santiago Elementary	COS	16-Classroom Building	$8,127,431	Completed 2010
Alternative Education	ORG	12-Classroom Building	$7,895,934	Completed 2015
Century High	ORG	40-Classroom Building	$28,455,104	Completed 2011
Davis Elementary	ORG	12-Classroom Building	$5,206,953	Completed 2012
Edison Elementary	ORG	24-Classroom Building	$9,397,755	Completed 2012
Franklin Elementary	ORG	15-Classroom Building	$8,145,270	Completed 2015
Garfield Elementary	ORG	12-Classroom Building	$12,736,148	Completed 2013
Heninger Elementary	ORG	20-Classroom Building	$10,145,407	Completed 2011
King Elementary	ORG	16-Classroom Building	$8,026,434	Completed 2015
Santa Ana High	ORG	29-Classroom Building	$20,888,417	Completed 2011
Sierra Intermediate	ORG	29-Classroom Building	$11,384,426	Completed 2011
Spurgeon Intermediate	ORG	16-Classroom Building	$11,599,188	Completed 2011
Wilson Elementary	ORG	8-Classroom Building	$5,747,132	Completed 2015
Adams Elementary	MOD	Modernization	$2,376,309	Completed 2012
Carr Intermediate	MOD	Modernization	$5,579,112	Completed 2014
Diamond Elementary	MOD	Modernization	$3,265,760	Completed 2014
Edison Elementary	MOD	Modernization	$3,095,637	Completed 2013
Franklin Elementary	MOD	Modernization	$1,816,204	Completed 2013
Fremont Elementary	MOD	Modernization	$3,064,470	Completed 2012

School Site	Funding Source	Project Description	Project Cost/ Budget*	Construction Status
Greenville Fundamental Elementary	MOD	Modernization	$4,513,648	Completed 2014
Harvey Elementary	MOD	Modernization	$2,949,377	Completed 2012
Hoover Elementary	MOD	Modernization	$3,059,314	Completed 2011
Jackson Elementary	MOD	Modernization	$2,698,643	Completed 2011
Jefferson Elementary	MOD	Modernization	$2,938,856	Completed 2012
Lathrop Intermediate	MOD	Modernization	$5,044,774	Completed 2013
Lincoln Elementary	MOD	Modernization	$641,225	Completed 2011
Lowell Elementary	MOD	Modernization	$3,733,565	Completed 2012
MacArthur Intermediate	MOD	Modernization	$6,759,518	Completed 2012
Madison Elementary	MOD	Modernization	$1,220,566	Completed 2012
Martin Elementary	MOD	Modernization	$1,520,271	Completed 2012
McFadden Intermediate	MOD	Modernization	$5,156,959	Completed 2012
Mitchell Child Development Center	MOD	Modernization	$13,708,650	Completed 2016
Monroe Elementary	MOD	Modernization	$2,741,791	Completed 2012
Monte Vista Elementary	MOD	Modernization	$2,407,260	Completed 2012
Muir Elementary	MOD	Modernization	$1,661,895	Completed 2012
Remington Elementary	MOD	Modernization	$4,135,236	Completed 2012
Roosevelt Elementary	MOD	Modernization	$3,121,661	Completed 2012
Saddleback High	MOD	Modernization	$21,851,591	Completed 2012
Santa Ana High	MOD	Modernization	$25,056,403	Completed 2012
Santiago Elementary	MOD	Modernization	$4,812,284	Completed 2012
Sepulveda Elementary	MOD	Modernization	$681,635	Completed 2011
Sierra Intermediate	MOD	Modernization	$2,175,912	Completed 2013
Spurgeon Intermediate	MOD	Modernization	$9,685,842	Completed 2013
Taft Elementary	MOD	Modernization	$2,935,835	Completed 2012
Willard Intermediate	MOD	Modernization	$9,895,345	Completed 2012
Willard Intermediate	MOD	Modernization 2	$2,551,830	Completed 2014

School Site	Funding Source	Project Description	Project Cost/ Budget*	Construction Status
Wilson Elementary	MOD	Modernization	$6,635,473	Completed 2013
Adams Elementary	ERP	Playground Equipment	$96,098	Completed
Adams Elementary	ERP	Asphalt Repairs	$207,774	Completed
Century High	ERP	Bleacher Replacement	$695,926.00	In Design
Century High	ERP	Needs Assessment	$365,718.76	In Progress
Century High	ERP	New Roof	$4,439,199	Completed
Century High	ERP	Roof	$4,629,135	In Progress
Davis Elementary	ERP	Asphalt/Concrete	$172,874.00	In Progress
Diamond Elementary	ERP	Asphalt/Concrete	$153,900	Completed
Diamond Elementary	ERP	Fencing	$21,602	Completed
Diamond Elementary	ERP	Low Voltage-Fire Alarm & Public Address	$359,058.73	Completed
Edison Elementary	ERP	Asphalt/Concrete	$171,243	Completed
Franklin Elementary	ERP	Portables	$4,624,176.80	In Progress
Fremont Elementary	ERP	New Roof	$1,434,653	Completed
Fremont Elementary	ERP	Roofing	$1,446,124	Completed
Fremont Elementary	ERP	Heating	$482,791	Completed
Franklin Elementary	ERP	Asphalt/Concrete	$80,135	Completed
Franklin Elementary	ERP	Fencing	$6,972	Completed
Garfield Elementary	ERP	New Roof	$309,992	Completed
Garfield Elementary	ERP	Roofing	$269,915	Completed
Hoover Elementary	ERP	Asphalt/Concrete	$110,067	Completed
Hoover Elementary	ERP	Roofing	$1,564,603	Completed
Hoover Elementary	ERP	New Roof	$1,086,272	Completed
Jackson Elementary	ERP	New Roof	$654,091	Completed
Jackson Elementary	ERP	Roofing	$575,559	Completed
Lathrop Intermediate	ERP	Roofing	$693,056	Completed
Lathrop Intermediate	ERP	Needs Assessment	$275,730.00	In Progress

School Site	Funding Source	Project Description	Project Cost/ Budget*	Construction Status
Lathrop Intermediate	ERP	Asphalt/Concrete	$303,292	Completed
Lincoln Elementary	ERP	Fencing	$61,979	Completed
Lincoln Elementary	ERP	Roofing	$447,568	In Progress
Lincoln Elementary	ERP	Asphalt/Concrete	$78,684	Completed
Martin Elementary	ERP	Roofing	$933,386	Completed
Martin Elementary	ERP	Asphalt/Concrete	$134,675	Completed
Martin Elementary	ERP	Fencing	$52,876	Completed
McFadden Intermediate	ERP	Fencing	$78,622	Completed
McFadden Intermediate	ERP	Asphalt/Concrete	$893,920.00	In Design
McFadden Intermediate	ERP	Portables	$3,692,548.00	In Design
Monte Vista Elementary	ERP	Roofing	$591,369	Completed
Monte Vista Elementary	ERP	New Roof	$588,334	Completed
Monte Vista Elementary	ERP	Asphalt/Concrete	$292,920	Completed
Remington Elementary	ERP	Asphalt/Concrete	$263,319	Completed
Remington Elementary	ERP	Roofing	$584,251	Completed
Remington Elementary	ERP	Portables	$5,782,547.00	In Design
Roosevelt Elementary	ERP	Roof	$366,319	Completed
Saddleback High	ERP	Roofing	$3,281,031	Completed
Saddleback High	ERP	Electrical - Entire Campus	$878,749	Completed
Saddleback High	ERP	8-Classroom Building	$3,2000,000	Completed
Saddleback High	ERP	Paving/Asphalt	$972,301	Completed
Saddleback High	ERP	21-Portable Replacement	$7,986,332	In Progress
Saddleback High	ERP	Fencing	$150,205	Completed
Saddleback High	ERP	Heating	$639,590.00	Completed
Saddleback High	ERP	Needs Assessment	$2,679,562.00	In Progress
Santa Ana High	ERP	Fire Alarm	$1,196,171	Completed
Santa Ana High	ERP	Boiler Repair	$4,665,825	Completed

School Site	Funding Source	Project Description	Project Cost/ Budget*	Construction Status
Santa Ana High	ERP	Paving	$710,068	Completed
Santa Ana High	ERP	Restrooms	$242,805.00	In Progress
Santa Ana High	ERP	Needs Assessments	$685,491.00	In Progress
Santa Ana High	ERP	Fire Alarm, HVAC, Restrooms	$6,830,000	Completed
Spurgeon Intermediate	ERP	Asphalt/Concrete	$489,078	Completed
Spurgeon Intermediate	ERP	Fencing	$128,025	Completed
Spurgeon Intermediate	ERP	Roof	$783,985	Completed
Spurgeon Intermediate	ERP	Site Storm Drain System	$65,278	Completed
Valley High	ERP	Broken Window Repairs	$83,123	Completed
Valley High	ERP	Wrestling Room Repairs	$40,883	Completed
Valley High	ERP	New Gas Line Required	$529,853	Completed
Valley High	ERP	Site Sewer System	$104,132	Completed
Valley High	ERP	Broken Water Valves	$30,278	Completed
Valley High	ERP	Heating	$36,207	Completed
Valley High	ERP	Pool	$1,837,633.00	Completed
Willard Intermediate	ERP	Asphalt/Concrete	$240,207	Completed
Willard Intermediate	ERP	Roofing	$985,908	Completed
Willard Intermediate	ERP	Fencing	$44,768	Completed
Wilson Elementary	ERP	New Roof	$910,313	Completed
Wilson Elementary	ERP	Roof	$1,798,250	Completed

* Note*: The project costs/budgets are reflecting what has been committed to date for construction as of March 2016.*

Table 17: *Project Construction Since 2008* | *CHARITABLE GRANT FUNDING*

School Site	Project Description	Project Cost	Construction Status
Adams Elementary	Heart of America (Target) library makeover	$200,000	2010
Jackson Elementary	LA Galaxy Mini-Pitch	$30,000	2016
Jackson Elementary	Governor's Fitness Challenge exercise laboratory	$100,000	2010
Lincoln Elementary	Heart of America (Target) library makeover	$200,000	2013
Roosevelt Elementary	Heart of America (Target) library makeover	$200,000	2012
Taft Elementary	Heart of America (Target) library makeover	$200,000	2014
Walker Elementary	Governor's Fitness Challenge exercise laboratory	$100,000	2011

Table 18: *Project Construction Since 2008* | *LEVERAGED FUNDING*

School Site	Project Description	Project Cost	Construction Status
Century High	Academic Master Plan – STEM & video production laboratories	$1,000,000	2012
Garfield Elementary	Community center and parking lot	$2,500,000	2012
Monte Vista Elementary	Fencing and exterior lighting	$1,000,000	2012
Roosevelt/Walker Community Center	Proposition 84 community center and preschool classrooms	$5,106,000	Anticipated Complete 2017
Santa Ana High	Regional Occupational Program office and classroom relocation and renovation	$100,000	2012
Santiago Elementary	8-classroom building (K-8)	$1,000,000	2012
Saddleback High	Solar panels and solar thermal heating	$5,647,729	2010
Segerstrom High	YMCA Aquatic Facility	$3,100,000	2010
Valley High	Sports Complex	$21,857,529	2016

Table 18: *Project Construction Since 2008* | *LEVERAGED FUNDING* | *CONTINUED*

School Site	Project Description	Project Cost	Construction Status
Valley High	28-Classroom Building	12,500,000	Anticipated Complete 2017
Valley High	ROP office and classroom relocation and renovation	$25,000	2012
Valley High	Career Technical Education – New Media	$875,000	2011
Valley High	Career Technical Education – Health Care	$1,645,000	2011
Valley High	Career Technical Education – Transportation	$555,000	2011
Valley High	Career Technical Education – Engineering & Construction	$363,000	2011
Valley High	Career Technical Education – Manufacturing	$445,000	2011
Valley High	Career Technical Education – Global Business	$245,000	2011
Valley High	Culinary Arts Academy classroom renovation	$530,000	2012
Various (10 sites)	Qualified Zone Academy Bonds (QZAB) solar panel projects	$30,000,000	2015
Various	Proposition 39 HVAC replacement (5-year funding)	$12,768,671	Anticipated Complete 2018
Various	E-Rate data cabling projects	$9,466,519	Ongoing
Washington Elementary	Fencing, parking lot improvements, lunch shelter, trash enclosure	$640,000	2012
Willard Intermediate	Proposition 84 field improvements	$4,375,197	2013

C. NEW CONSTRUCTION AND MODERNIZATION

New Construction / Portable-to-Permanent (P2P) Replacement

The District's Measure G construction program has been successful at replacing over 500 portables with new permanent classrooms. However, there are still schools within the District that have portable classrooms. The following table identifies the school sites with the highest quantities of relocatable classrooms. The District is analyzing future funding sources to replace these classrooms with new permanent buildings.

Table 19: *Relocatable Classrooms*

School	Number of Portable Classrooms
Carver Elementary	8
Community Day School	11
Jefferson Elementary	12
Muir Fundamental Elementary	19
Pio Pico Elementary	10
Romero-Cruz Elementary	16
Taft Elementary	11
Total	**87**

Note, portable numbers do not include portable restrooms.

It should be noted that retaining a limited inventory of relocatable classrooms is best practice for enrollment and program flexibility. A reasonable inventory for flexibility purposes is roughly 220 relocatables, which would house ten percent of the District's total enrollment, assuming CSR loading of 24:1. In 2016 and 2017, two ERP and one leveraged funding project will be completed, which will replace 51 relocatables with permanent classrooms. Upon completion of these three projects, the District will have reached its reasonable remaining inventory of relocatables.

Modernization

Projects eligible under this program include modifications such as air conditioning, plumbing, lighting, and electrical systems. Eligibility for funding is established per building based on the age of the facility. In 2012, the School Facilities Program modernization and new construction funds were exhausted and school districts applying for funding are placed on a waitlist until new funding becomes available. If a future State facilities bond is passed by the voters, the District would be eligible to apply for modernization funding at the following schools:

Table 20: *State Modernization Eligibility*

Elementary	Carver, Davis, Garfield, Heninger, Kennedy, King, Monte Vista, Pio Pico, Walker, Washington, and portions of Jefferson, Muir, and Taft
Intermediate	None
High	Century, Chavez, and portions of Santa Ana HS

D. CORE FACILITY NEEDS

Beyond the classroom, a student's educational experience can be deeply enriched by having access to ancillary facilities, such as libraries, auditoriums, cafeterias, and athletic facilities. Each of these facilities enhances and provides unique benefits to a school's educational program. For instance, libraries are storehouses of knowledge that students may freely explore and utilize to build upon what they have already learned. Cafeterias create a safe environment where students may socialize with one another and exchange ideas.

Core facility needs vary by school level. The needs of an elementary school are different than the needs of an intermediate and high school, especially in regards to athletic facilities. For example, a single turf field is sufficient at an elementary school to meet the physical education and playtime needs. A high school, however, requires several fields for junior varsity baseball, varsity baseball, soccer, and football to meet its athletic program needs. The District considers physical education an essential part of the school curriculum that will produce healthy and confident students who will develop into high-caliber citizens. High-quality athletic facilities offer our students and community a venue for athletics, recreation, and school events, and serve as an arena for community involvement and District pride.

With the numerous benefits that core facilities can offer, the District is dedicated to providing equitable campuses with high-quality ancillary facilities. Some District schools, however, were built more than 50 years ago and were not constructed with all of these core facilities. The District is continually looking for opportunities and funding sources to construct the needed core, ancillary facilities, as identified in this Facilities Master Plan.

Tables 21b through 21e below identify the core facilities needs of each school site. A key for the tables is as follows:

Table 21a: *Core Facilities* | KEY

Key	Core Facilities Status
X	School site has that core facility
Highlighted	School site needs that core facility
R	Repair and/or replacement of existing facility is needed
S	Small site size does not permit additional facilities

Table 21b: *Core Facilities* | ELEMENTARY SCHOOLS

School	Library	Multipurpose Room	Hard Court Play Areas	Play Field	Parking Lot
Adams	X		X	X	X
Carver	X	X	X	X	X
Davis	X	X	X	X	X
Diamond	X	X	X	X	X
Edison	X	X	X	X	X
Esqueda	X	X	R	X	R
Franklin	X	X	X	X (Artificial Turf)	S
Fremont	X	S	X	X	S
Garfield	X	X	X	X (Artificial Turf)	X
Greenville	X		X	X	X
Harvey	X		X	X	X
Heninger	X	X	X	X	X
Heroes	X	X	X	X	X
Hoover	X	X	X	X	X
Jackson	X	X	X	X	X
Jefferson	X	X	X	X	X
Kennedy	X	X	X	X	X
King	X	X	X	X (Artificial Turf)	X
Lincoln	X	X	X	X	X
Lowell	X	X	X	X	X
Madison	X	X	X	X	X
Martin	X	X	X	X	X
Mitchell CDC	n/a	X	X		
Monroe	X	X	X	X	R
Monte Vista	X	X	X	X	X
Muir	X	X	X	R	X
Pio Pico	X	X	X	X	X
Remington	X	X	X	X	X
Romero-Cruz	X	X	X	X (Artificial Turf)	R
Roosevelt	X	X	X	X	X
Santiago	X	X	X	X	X
Sepulveda	X		X	X	X
Taft	X		R	X	X
Thorpe	X	X	X	X	X
Walker	X	X	X	X	X
Washington	X	R	X	X	X
Wilson	X	S	X	X	X

Table 21c: *Core Facilities* | INTERMEDIATE SCHOOLS

School	Library	Auditorium	Gymnasium	Hard Courts	Play Fields	Parking Lot
Carr	X	X	X	X	X	X
Lathrop	X	X		R	X	X
MacArthur	X	X		X	X	X
McFadden	X	X		R	X	R
Mendez	X	X	X	R	X	R
Sierra	X			X	X	X
Spurgeon	X			R	X	X
Villa	X	X	X	X	X	X
Willard	X	X		X	X (Artificial turf)	X

Table 21d: *Core Facilities* | HIGH SCHOOLS

School	Library	Auditorium	Gymnasium	Hard Courts	Artificial Turf Field	Stadium	Pool	Parking Lot
Century	X	X	X	X	X	X		X
Godinez	X	X	X	R				X
Saddleback	X	X	X	R	X		X	X
Santa Ana	X	R	X	X	X		X	X
Segerstrom	X	X	X	X	X	X	X	X
Valley	X	R	X	R	X	X	X	R

Table 21e: *Core Facilities* | ALTERNATIVE HIGH SCHOOLS

School	Library	Multipurpose Room	Hard Courts	Play Field	Parking Lot
Cesar Chavez	X		X	X	X
Community Day	S	S	X	X	X
Lorin Griset	X	X	R	X	X
Middle College	n/a	n/a	X	n/a	n/a

E. NUTRITION SERVICES NEEDS

The Nutrition Services Department provides breakfast and lunch to all District students year-round. Ninety-one percent of SAUSD students qualify for and participate in the free- or reduced-lunch program. Food is prepared at the District's central food facility and then delivered to the cafeteria at each school site for distribution to the students during breakfast and lunch. As such, the Nutrition Services Department operates 55 cafeterias throughout the District and prepares and serves 62,715 meals per day.

Many of the District's schools were originally built in the 1950s/60s and have cafeteria facilities that are inadequate in size or function to serve the current capacity of the school. As such, the Nutrition Services Department is currently in the process of conducting a comprehensive needs assessment, including the specific facilities needs of each cafeteria Districtwide. Facilities needs may include electrical or technology upgrades, replacement of flooring, or new shade shelters.

The average age of District facilities is 38 years. Enrollment has increased since the completion of the original school building designs, and the method of delivering food to students has changed. More importantly, there has been a dramatic increase in the number of meals served to students. Many of the kitchens in the District's schools are antiquated and in need of renovations to keep pace with the increases.

The California Department of Education has requested at least $10 million of the Nutrition Services reserve be expended for kitchen facilities improvements by June 2017. The Nutrition Services Fund cannot be used to pay for infrastructure, such as electrical, plumbing, and structural changes; therefore, General Fund dollars are needed to support facility improvements. Nutrition Services has developed a Spend-Down Plan for these funds, which includes prioritizing renovation projects and master planning improvement to the remaining kitchens across the District.

On March 8, 2016, the architectural firm Ruhnau Ruhnau, Clarke Architects was hired to prepare a comprehensive Kitchen Master Plan for the District. Gathering the necessary data for this assessment will include site visits, a review of existing building plans and previous deficiency documents, and staff interview, in coordination with the Nutrition Services team. It will also contain up-to-date construction cost estimates for specific scopes of work.

For the purposes of this FMP, the following table summarizes the preliminary estimated cost of improvements needed for cafeteria facilities, including new equipment and expansion of the building footprint. Upon the completion of the Kitchen Master Plan, the updated cost estimate will be incorporated into the next annual FMP update.

Table 22: *Nutrition Services Facilities Assessment*

ELEMENTARY SCHOOLS	ESTIMATED EQUIPMENT COSTS	ESTIMATED CONSTRUCTION COSTS FOR EXPANSION
ADAMS	$137,500	$500,000
CARVER	$137,500	$500,000
DAVIS	$137,500	$500,000
DIAMOND	$137,500	$500,000
EDISON	$137,500	$500,000
ESQUEDA	$137,500	$500,000
FRANKLIN	$137,500	$500,000
FREMONT	$137,500	$500,000
GARFIELD	$137,500	$500,000
GREENVILLE	$137,500	$500,000
HARVEY	$137,500	$500,000
HENINGER	$137,500	$500,000
HEROES	$38,500	$100,000
HOOVER	$137,500	$500,000
JACKSON	$137,500	$500,000
JEFFERSON	$137,500	$500,000
KENNEDY	$137,500	$500,000
KING	$137,500	$500,000
LINCOLN	$137,500	$500,000
LOWELL	$137,500	$500,000
MADISON	$137,500	$500,000
MARTIN	$137,500	$500,000
MONROE	$137,500	$500,000
MONTE VISTA	$137,500	$500,000
MUIR	$93,500	$200,000
PIO PICO	$192,500	$500,000
REMINGTON	$165,000	$750,000
ROMERO-CRUZ	$137,500	$500,000
ROOSEVELT	$137,500	$500,000
SANTIAGO	$137,500	$500,000
SEPULVEDA	$137,500	$500,000
TAFT	$137,500	$500,000
THORPE	$137,500	$500,000
WALKER	$137,500	$500,000
WASHINGTON	$137,500	$500,000
WILSON	$137,500	$500,000
ELEMENTARY TOTAL	$4,889,500	$17,550,000

INTERMEDIATE SCHOOLS	ESTIMATED EQUIPMENT COSTS	ESTIMATED CONSTRUCTION COSTS FOR EXPANSION
CARR	$165,000	$550,000
LATHROP	$330,000	$1,100,000
MACARTHUR	$330,000	$1,100,000
MCFADDEN	$275,000	$1,100,000
MENDEZ	$0	$55,000
SIERRA	$330,000	$1,100,000
SPURGEON	$330,000	$1,100,000
VILLA	$55,000	$110,000
WILLARD	$330,000	$1,100,000
INTERMEDIATE TOTAL	$2,145,000	$7,315,000

HIGH SCHOOLS	ESTIMATED EQUIPMENT COSTS	ESTIMATED CONSTRUCTION COSTS FOR EXPANSION
CENTURY	$275,000	$550,000
CHAVEZ	$330,000	$1,100,000
COMMUNITY DAY	$330,000	$1,100,000
GODINEZ	$0	$0
GRISET	$55,000	$55,000
MIDDLE COLLEGE	$330,000	$1,100,000
SADDLEBACK	$1,430,000	$1,100,000
SANTA ANA	*	*
SEGERSTROM	$55,000	$55,000
VALLEY	$0	$55,000
HIGH SCHOOL TOTAL	$2,805,000	$5,115,000
DISTRICTWIDE TOTAL	**$41,574,500**	

*This list does not include the Santa Ana High School Kitchen Project that is currently underway and is estimated to cost $2,000,000 to be completed summer 2017.

F. INSTRUCTIONAL TECHNOLOGY NEEDS

The Common Core State Standards (CCSS) Initiative is a national education initiative that details what K-12 students should know in English and math at the end of each grade. Starting in the 2013-14 school year, the SAUSD began a four-year journey towards implementing the CCSS. These standards take into account the rapidly changing information age and continually advancing technology. To account for technology's impact and to endeavor to make subjects more relevant to the current, global society, the CCSS incorporates research and media skills into every subject. By integrating technology into our educational program, students will develop the skills and understanding that they need to thrive in an ever-changing world. In addition to integrating technology with every subject, the CCSS require students to take exams electronically. This new testing standard is an enormous opportunity for teachers to develop better strategies for assessing students' complex reading, writing, and critical thinking skills.

To keep up with today's rapidly evolving technology, the District is changing the way computers are provided to students. The traditional stand-alone computer lab, while still essential for certain specialty classes, is not the best option for students to receive optimal interaction with technology. For example, a typical elementary school has one computer lab shared by the teachers, while one-to-one devices provides all-day access to digital curriculum. Therefore, the District is shifting from stand-alone computer labs towards providing one-to-one devices for all students. These devices are also utilized at home for homework purposes, and in some cases serves as the family's only computer access. The District is in the process of securing these devices for all students for greater instructional delivery and accessibility. This District-wide transition of advancing to wireless devices and digital curriculum impacts current and future infrastructure and facilities' needs.

The SAUSD Education Technology Plan 2015-18 is a separate document from the Facilities Master Plan and is available on the SAUSD website.

G. MAINTENANCE NEEDS

To prepare this section, school sites were visited and technical input was obtained from Building Services Department staff. Staff provided information on existing equipment, systems, underground utilities, centralized systems, and recurring maintenance problems. The following chart summarizes the five-year maintenance needs and projected costs to ensure District facilities are maintained in good repair, as required by the Local Control and Accountability Plan.

For the purposes of this FMP, the following table summarizes the preliminary estimated cost of improvements needed as part of the maintenance plan. Upon the completion of the comprehensive needs assessment currently underway, the updated cost estimate will be incorporated into the Five-Year Good-Repair Plan and the next annual FMP update.

Table 23: *Summary Cost of Five-Year Good-Repair Plan (As of 2015)*

Site	Electrical	Electronics	Floors	HVAC	Painting/ Exterior	Painting/ Interior	Paving	Plumbing	Roofing	Wall Systems
Admin	$210,000	$100,000	$480,000	$195,000	$165,000	$150,000	$165,000	$150,000	$150,000	$25,000
Elementary										
Adams	$0	$165,000	$190,000	$250,000	$40,000	$100,000	$90,000	$165,000	$225,000	$0
Carver	$0	$110,000	$250,000	$300,000	$135,000	$0	$165,000	$0	$225,000	$75,000
Davis	$150,000	$150,000	$350,000	$150,000	$75,000	$45,000	$110,000	$0	$50,000	$150,000
Diamond	$300,000	$250,000	$300,000	$250,000	$75,000	$45,000	$150,000	$100,000	$175,000	$0
Edison	$300,000	$415,000	$300,000	$350,000	$150,000	$100,000	$300,000	$450,000	$600,000	$0
Esqueda	$75,000	$140,000	$300,000	$200,000	$90,000	$60,000	$55,000	$100,000	$175,000	$150,000
Franklin	$0	$300,000	$315,000	$225,000	$150,000	$100,000	$150,000	$195,000	$425,000	$150,000
Fremont	$150,000	$150,000	$250,000	$300,000	$100,000	$75,000	$100,000	$150,000	$150,000	$95,000
Garfield	$150,000	$150,000	$250,000	$225,000	$90,000	$65,000	$100,000	$0	$150,000	$150,000
Greenville	$200,000	$50,000	$150,000	$150,000	$90,000	$100,000	$75,000	$165,000	$165,000	$0
Harvey	$75,000	$150,000	$250,000	$150,000	$100,000	$35,000	$90,000	$110,000	$150,000	$100,000
Heninger	$195,000	$150,000	$180,000	$550,000	$100,000	$95,000	$155,000	$0	$175,000	$0
Heroes	$65,000	$165,000	$215,000	$200,000	$90,000	$45,000	$65,000	$90,000	$360,000	$90,000
Hoover	$100,000	$150,000	$200,000	$200,000	$100,000	$30,000	$115,000	$115,000	$115,000	$0
Jackson	$150,000	$210,000	$165,000	$125,000	$125,000	$75,000	$110,000	$130,000	$160,000	$100,000
Jefferson	$100,000	$175,000	$215,000	$150,000	$100,000	$75,000	$115,000	$145,000	$150,000	$95,000
Kennedy	$90,000	$110,000	$300,000	$300,000	$100,000	$75,000	$135,000	$0	$300,000	$0
King	$150,000	$0	$250,000	$725,000	$75,000	$75,000	$75,000	$0	$50,000	$0
Lincoln	$150,000	$250,000	$200,000	$150,000	$125,000	$110,000	$95,000	$115,000	$610,000	$115,000
Lowell	$360,000	$165,000	$315,000	$300,000	$135,000	$85,000	$95,000	$0	$150,000	$145,000
Madison	$165,000	$250,000	$430,000	$200,000	$90,000	$60,000	$65,000	$165,000	$520,000	$90,000
Martin	$125,000	$250,000	$280,000	$200,000	$105,000	$60,000	$65,000	$115,000	$280,000	$0
Mitchell	$90,000	$75,000	$165,000	$250,000	$85,000	$45,000	$65,000	$75,000	$100,000	$0
Monroe	$100,000	$150,000	$200,000	$195,000	$90,000	$45,000	$90,000	$100,000	$175,000	$0

Table 23: *Summary Cost of Five-Year Good-Repair Plan (As of 2015) / CONTINUED*

Monte Vista	$275,000	$0	$180,000	$250,000	$100,000	$0	$125,000	$260,000	$110,000	$0
Muir	$130,000	$200,000	$275,000	$205,000	$140,000	$75,000	$220,000	$0	$350,000	$100,000
Pio Pico	$165,000	$155,000	$325,000	$725,000	$170,000	$75,000	$70,000	$0	$150,000	$0
Remington	$315,000	$175,000	$240,000	$210,000	$105,000	$55,000	$65,000	$225,000	$550,000	$110,000
Romero-Cruz	$55,000	$55,000	$25,000	$150,000	$90,000	$45,000	$50,000	$25,000	$90,000	$50,000
Roosevelt	$130,000	$150,000	$405,000	$150,000	$90,000	$40,000	$150,000	$165,000	$275,000	$65,000
Santiago	$175,000	$200,000	$325,000	$185,000	$90,000	$0	$155,000	$165,000	$575,000	$120,000
Sepulveda	$100,000	$140,000	$300,000	$220,000	$90,000	$45,000	$80,000	$200,000	$285,000	$325,000
Taft	$150,000	$150,000	$350,000	$300,000	$90,000	$50,000	$105,000	$90,000	$250,000	$125,000
Thorpe	$125,000	$165,000	$290,000	$100,000	$90,000	$65,000	$40,000	$90,000	$425,000	$57,000
Walker	$205,000	$250,000	$315,000	$550,000	$150,000	$45,000	$120,000	$165,000	$225,000	$0
Washington	$210,000	$140,000	$315,000	$350,000	$105,000	$60,000	$185,000	$300,000	$750,000	$0
Wilson	$300,000	$300,000	$250,000	$450,000	$140,000	$30,000	$150,000	$350,000	$180,000	$150,000
Intermediate										
Carr	$500,000	$300,000	$315,000	$250,000	$0	$0	$300,000	$345,000	$300,000	$300,000
Lathrop	$350,000	$300,000	$315,000	$450,000	$160,000	$115,000	$250,000	$450,000	$635,000	$200,000
MacArthur	$150,000	$150,000	$200,000	$315,000	$100,000	$105,000	$175,000	$200,000	$925,000	$145,000
McFadden	$300,000	$300,000	$450,000	$925,000	$150,000	$75,000	$240,000	$250,000	$400,000	$150,000
Mendez	$150,000	$190,000	$315,000	$150,000	$175,000	$60,000	$150,000	$0	$405,000	$0
Sierra	$150,000	$250,000	$275,000	$50,000	$140,000	$70,000	$100,000	$200,000	$250,000	$0
Spurgeon	$300,000	$300,000	$475,000	$300,000	$165,000	$75,000	$505,000	$200,000	$795,000	$325,000
Villa	$160,000	$195,000	$325,000	$150,000	$50,000	$0	$100,000	$105,000	$345,000	$75,000
Willard	$300,000	$250,000	$325,000	$50,000	$90,000	$75,000	$240,000	$300,000	$375,000	$400,000
High School										
Century	$350,000	$290,000	$675,000	$300,000	$400,000	$150,000	$300,000	$300,000	$250,000	$350,000
Chavez	$210,000	$150,000	$265,000	$100,000	$50,000	$65,000	$100,000	$25,000	$180,000	$125,000
Godinez	$200,000	$250,000	$500,000	$400,000	$250,000	$130,000	$125,000	$250,000	$60,000	$150,000
Griset	$75,000	$165,000	$180,000	$150,000	$0	$90,000	$85,000	$90,000	$100,000	$90,000

Table 23: *Summary Cost of Five-Year Good-Repair Plan / CONTINUED*

Saddleback	$605,000	$475,000	$500,000	$405,000	$180,000	$100,000	$50,000	$375,000	$75,000	$300,000
Santa Ana	$350,000	$450,000	$500,000	$900,000	$375,000	$140,000	$450,000	$600,000	$600,000	$350,000
Segerstrom	$650,000	$175,000	$325,000	$350,000	$215,000	$75,000	$175,000	$180,000	$245,000	$150,000
Valley	$350,000	$375,000	$655,000	$700,000	$330,000	$125,000	$355,000	$500,000	$600,000	$115,000
Total	**$10,935,000**	**$10,875,000**	**$16,690,000**	**$16,080,000**	**$6,860,000**	**$3,785,000**	**$8,010,000**	**$9,040,000**	**$16,540,000**	**$5,857,000**

H. PROJECTED FACILITIES NEEDS COSTS

This section outlines major considerations included in this report and incorporates these components to assist the District in identifying their current and future needs. In addition to the needs outlined in the previous section, the other items necessary to bring equity to schools are enumerated below. Cost adjustments for escalation from the date of the estimation to the actual year of bidding would need to be made. Allowances for contingencies and unforeseen conditions (e.g., scope changes, hazardous materials abatement, etc.), architectural and engineering fees, State agency fees, program management, construction management (if applicable), inspections and tests, permits, and so forth should be added to these construction costs to develop a comprehensive plan for financing all the District's needs.

The District may be able to find opportunities to address portions of the work outlined in the Facilities Needs section as part of State-funded Modernizations. While the District has consumed much of its Modernization eligibility, the District has identified remaining eligibility at the schools listed in Table 20.

The District may be able to find opportunities to address portions of the site work (paving, asphalt repair, lunch/shade shelters, etc.) outlined in the Facilities Needs section as part of the portable to permanent replacement (P2P) projects. Refer to the financing section of this FMP for detailed information.

Portable-to-Permanent (P2P) Replacement

Currently, there are 234 relocatables within the District. The District recently purchased all of its leased relocatables to eliminate lease payments of over $1 million annually and alleviate the burden on the District's General Fund. The cost to purchase the leased relocatables was $3.25 million, to be paid in three equal payments.

Many of the relocatable buildings in the District's inventory are old and deteriorating and should be considered for replacement with permanent classrooms. However, a limited inventory of relocatable classrooms is necessary for enrollment and program flexibility. A reasonable inventory for flexibility purposes is roughly 220 relocatables, which would house ten percent of the District's total enrollment, assuming CSR loading of 24:1. In 2016 and 2017, two ERP and one leveraged funding project will be completed, which will replace 51 relocatables with permanent classrooms. Upon completion of these three projects, the District will have reached its reasonable remaining inventory of relocatables.

If the Board of Education prioritizes additional two-story P2P buildings to be completed, the construction of new classrooms costs approximately $400,000 per classroom. The schools with the highest quality of remaining relocatables are identified in Table 19. It would cost an estimated $34,800,000 to construct these 87 classrooms. The District has remaining ORG eligibility at some of these identified sites. Pending a 2016 State bond, the District may be able to apply for ORG grants to off-set up to 50% of the new construction cost.

Core Facilities

As previously discussed in the core facilities needs analysis, five elementary schools need a multipurpose building for indoor dining, assembly, and performances. In addition, the District's continuation high school is in need of a multipurpose building. It is estimated that these buildings would cost an estimated $4 million each, for a total of $24,000,000 in 2016 dollars.

Each intermediate school needs a gymnasium for athletic activities and auditorium for assembly and performances. Six of the nine intermediate schools do not have a gymnasium, and two of the nine do not have an auditorium. It is estimated that these buildings would cost approximately $42,000,000 in total in 2016 dollars.

It will cost roughly $3,000,000 to install air conditioning and an audio system in the auditorium at Valley High School and approximately $6,000,000 for installing air conditioning in all the high school gyms.

Each high school needs an athletic stadium for athletic activities and events. Three of the six comprehensive high schools currently do not have a stadium. Site improvements, including bleachers, field lighting, all-weather track, and artificial turf field, if feasible, are required to provide equitable distribution of facilities across the District. It is anticipated the stadium improvements at Saddleback and Santa Ana High Schools, which have existing artificial turf fields, and installing a new artificial turf field at Godinez Fundamental High School will cost an estimated total of $9,000,000 in 2016 dollars.

In addition, two out of six comprehensive high schools do not have a pool. Aquatic programs at these schools are currently being transported to one of the pool facilities at another high school. Each high school needs an aquatic facility for equity and for athletic programs and events. It is estimated that these buildings would cost approximately $8 million each for an estimated total of $16,000,000.

Nutrition Services Plan

The Nutrition Services needs were identified in Table 22 above. The preliminary cost estimate to make the necessary equipment and expansion upgrades was estimated by the Nutrition Services Department in 2015 to be $41,574,500. Upon completion of the Kitchen Master Plan currently underway, the detailed comprehensive cost will be included in the next annual FMP update.

Security Improvements

In light of the incident at Sandy Hook Elementary School in 2012, the District assessed the installation of fences and other facilities renovations that would improve safety measures on campuses. The cost to update the security across schools in the District is approximately $2,000,000.

Security Cameras

Security cameras improve surveillance and discipline issues and assist with security improvements. To provide sufficient campus surveillance, the District anticipates 15 cameras are needed at each elementary school, 30 cameras at each intermediate school, and 45 at each high school. The District estimates a total of $4,627,050 is needed to provide the equipment, server, and installation costs.

Mitchell Administration Building

The Mitchell Childhood Development Center offers specialized preschool programs. In 2014 and 2015, the classrooms were replaced with new buildings. However, the administration building is still to be completed pending funding. The Administration Building is estimated to cost $3,750,000.

Modernizations

Several SAUSD schools are eligible or will soon be eligible for modernization grants as part of the State School Facilities Program (see Table 20). The District estimates grant eligibility in the amount of $46,895,454. Modernization grants require a 60/40 matching share; therefore, the District would have to match $31,263,636 via a future local bond.

21st Century Learning Spaces

A goal for the District is to integrate 21st Century Learning Spaces, including maker-spaces and media centers, at the intermediate and high school levels. These innovative learning spaces can enhance the collaborative learning environment for students. The total estimated cost is expected to be $2,700,000. This assumes one maker-space or media center per school, which will cost $150,000 each.

Playgrounds

An analysis was completed to determine overcrowding at the District's playground equipment. The analysis concluded that seventeen elementary schools have a ratio of over 150 students per play structure, calculated by enrollment numbers. In order to reduce overcrowding of the play area, seventeen elementary schools will need additional play structures for a total construction cost estimated to be $850,000.

Shade Structures and Electronic Marquees

Shade structures are essential in the exterior lunch and play areas at all school campuses. A shade structure is estimated to cost $40,000. One additional shade structure per school will come to $2,200,000 in total.

Electronic marquees help to cultivate school pride and provide information to the parents and community. Seventeen elementary schools plus two alternative high schools currently do not have electronic marquees. The average cost of an electronic marquee is estimated to be $55,250, totaling an estimated $1,050,000.

Land Purchase and Construction of District Charter

In fall 2015, the District opened a new charter school called the Advanced Learning Academy (ALA). To serve the expanding Irvine/Newport development area (INDA) residential corridor, the expansion of the school in the upcoming years will require new properties and buildings. Land in the INDA is estimated at $20,000,000 for 5 acres, and an additional $8,800,000 for the construction of the new facility.

Miscellaneous

Several miscellaneous projects do not fit in the categories mentioned above. As one example, Madison Elementary School is a K-6 school with an undersized administration building that impedes functionality and is in need of an improved floor plan, which is estimated to cost around $150,000. The District estimates these miscellaneous projects to total $12,855,000.

Summary

The projected total costs for a comprehensive facilities program for the additional District's needs are summarized in the table below.

Table 24: *Facilities Master Plan Projected Costs*

Facilities Master Plan Component*	Amount
Portable-to-Permanent (P2P) (Carver, CDS, Jefferson, Muir, Pio Pico, Romero-Cruz, Taft)	$16,704,000
Multipurpose Buildings (Adams, Greenville, Harvey, Sepulveda, Taft, Chavez)	$24,000,000
Intermediate School Gymnasium/Auditorium (Lathrop, MacArthur, McFadden, Sierra, Spurgeon, Willard)	$42,000,000
High School Stadiums (Godinez, SAHS, Saddleback)	$9,000,000
High School Pools (Century, Godinez)	$16,000,000
Valley Auditorium HVAC/Audio	$3,000,000
HVAC in High School Gyms	$6,000,000
Nutrition Services Renovations	$41,574,500
Security Improvements	$2,000,000
Security Cameras	$4,627,050
Mitchell Administration Building	$3,750,000
Modernizations (Carver, Century, Davis, Garfield, Heninger, Kennedy, Washington, Chavez, Monte Vista, Muir, SAHS, Taft)	$31,263,636
21st Century Learning Spaces	$2,700,000
Playgrounds	$850,000
Shade Structures and Electronic Marquees	$3,250,000
Land Purchase and Construction of District Charter	$28,800,000
Miscellaneous	$12,885,000
SUBTOTAL	$248,404,186
Program Contingency (10%)	**$24,840,419**
Soft Costs [1] (25%)	**$82,801,395**
TOTAL	**$356,046,000**

***NOTE**: Soft Costs include design fees, review and approval fees, lab and testing fees, Inspection fees, and other similar costs.*

This page was intentionally left blank.

V | FINANCING

A. STATE SCHOOL FACILITY PROGRAM FUNDING SOURCES

The State School Facility Program (SFP) is a source of funding for the District. Multiple programs are allocated through the SFP, including New Construction, Critically Overcrowded Schools Program, Overcrowding Relief Grant Program, Modernization, and the Career Technical Education Program. These programs are summarized below and subject to change by the State Allocation Board.

School Facility Program | New Construction Funding

The SFP calculates enrollment projections and facility capacities based on formulas in State law. The amount of SFP funding available to districts is then determined by (1) subtracting projected enrollment from capacity to determine the number of unhoused students in a district and (2) multiplying unhoused students by per pupil grant amounts. The formulas used in the SFP to determine enrollment projections and facility capacities are not appropriate to determine true local need for school facilities. The enrollment and capacity figures used in determining amounts of SFP funding should not be used for long term planning purposes. In 2012, the SFP new construction funds were exhausted and school districts applying for funding are placed on a waitlist until new funding becomes available.

As a result of enrollment declines, the District does not currently generate significant new construction eligibility utilizing the traditional SFP enrollment projection methodology. Below is a table summarizing the status of new construction eligibility.

Table 25: *Status of New Construction Eligibility*

Grade Level	Eligible Grants (Pupils)	Estimated State Funding
Grades K-6	-3,706	$0
Grades 7-8	-2,068	$0
Grades 9-12	202	$2,696,094
Non-Severe Special Day Class (SDC)	-487	$0
Severe SDC	370	$10,313,010
Total Estimated State Funding	N/A	**$13,009,104**

As shown in the above table, based on the traditional SFP five-year enrollment projection methodology, the District generates new construction eligibility in grades 9-12 and Severe SDC categories. This analysis estimates that the District will have a significant number of "empty seats" based on State standards in the next five years.

Critically Overcrowded Schools (COS) Program

On August 27, 2003, the District received Preliminary Apportionment approvals for five elementary school and two intermediate school projects. The COS program provided new construction funding set aside for the District for up to four years, with a one-year extension option. On October 26, 2007, the District was granted a one-year extension ending August 27, 2008, to utilize the COS program set asides. At the end of this time period, the District was required to convert the Preliminary Apportionment approvals to a Final Apportionment. Specifically, the District was required to file a final Application for Funding package including Division of State Architect approved project plans, among other State agency approvals.

At the time, construction of new schools was not feasible due to the significant decline in enrollment and unavailability of land. Because the District continues to experience overcrowding on many of its existing school sites, the District requested the construction of multi-story facilities on existing, non-overcrowded schools on eight sites in order to relieve the original "overcrowded schools." The table below identifies the COS project sites and funding allocation. The allocation required a 50/50 match between State and District funds.

Table 26: *Total COS Allocation*

Project Name	State and District Match
Carr Intermediate	$8,524,882
Diamond Elementary	$11,056,080
Greenville Fundamental Elementary	$12,216,797
Kennedy Elementary	$14,137,356
Lowell Elementary	$9,502,170
Madison Elementary	$19,373,736
Martin Elementary	$7,631,140
Santiago Elementary	$8,024,815
Total	**$90,466,976**

Critically Overcrowded Schools (COS) Cost Savings

As a result of the current economic environment, the District was able to take advantage of lower construction costs and realize cost savings from the COS program. The table below shows the savings from each COS project and a total savings of $16,021,103 that the District used on high-priority capital outlay projects. Five schools received COS-Savings (COS-S) funding, including Garfield Elementary School, Mitchell Child Development Center, Franklin Elementary School, King Elementary School, and Wilson Elementary School.

Table 27: *Total COS-S Allocation & Expenditures*

Project Name	State and District*	Amount Committed	Savings
Carr Intermediate	$8,524,882	$7,609,781	$915,101
Diamond Elementary	$11,056,080	$9,484,275	$1,571,805
Greenville Fundamental Elementary	$12,216,797	$9,032,618	$3,184,179
Kennedy Elementary	$14,137,356	$12,150,780	$1,986,576
Lowell Elementary	$9,502,170	$8,223,877	$1,278,293
Madison Elementary	$19,373,736	$11,815,102	$7,558,634
Martin Elementary	$7,631,140	$8,002,009	($370,869)
Santiago Elementary	$8,024,815	$8,127,431	($102,616)
Estimated Total	**$90,466,976**	**$74,445,873**	**$16,021,103**

Overcrowding Relief Grant (ORG) Program

As an alternative to the SFP new construction program, the District generates eligibility for State funding under the Overcrowding Relief Grant (ORG) program. No traditional new construction eligibility is required under the ORG program, though funding is based upon the SFP new construction per pupil grant amount. The ORG program provides new construction funding to replace relocatable with permanent classrooms, including the construction of new school sites. In order to qualify for funding, a school must have a site density of at least 175 percent of the California Department of Education recommended acreage based upon the 2005-2006 CBEDS, as well as have relocatables currently on the site.

The ORG program has allowed the SAUSD an opportunity to reduce the number of relocatables in the District by replacing them with permanent facilities to free up play space. As the replacement does not create new capacity, the ORG program provides a funding method to decrease relocatables within the District without creating excess capacity. To ensure excess capacity is not created per Education Code Section 17079.30, relocatables on sites receiving ORG funding must be removed from the site and from K-12 classroom use within six months of occupancy.

The ORG program is a competitive program. Like new construction, ORG provides State funds on a 50/50 State and local sharing basis for eligible projects. Over 30 SAUSD schools sites, including over 20 elementary schools, are eligible for ORG funding based upon this site density and relocatable inventory. The District has secured funding for twelve ORG projects at the following school sites: Advanced Learning Academy, Century High, Davis Elementary, Edison Elementary, Franklin Elementary, Garfield Elementary, Heninger Elementary, King Elementary, Santa Ana High, Sierra Intermediate, Spurgeon Intermediate, and Wilson Elementary. In addition, the District is currently looking for additional opportunities to capture ORG funding. The table below shows the current ORG schools, State and District funding, and project status.

Table 28: *ORG Budget & Construction Status*

Project Name	State and District	Construction Status
Advanced Learning Academy	$16,600,000	Completed
Century High School	$37,791,474	Completed
Davis Elementary	$8,353,530	Completed
Edison Elementary	$17,661,258	Completed
Franklin Elementary	$11,906,708	Completed
Garfield Elementary	$9,862,390	Completed
King Elementary	$11,619,902	Completed
Heninger Elementary	$12,883,894	Completed
Santa Ana High School	$28,954,126	Completed
Sierra Elementary	$21,980,040	Completed
Spurgeon Intermediate	$12,286,834	Completed
Wilson Elementary	$6,338,062	Completed
Total	**$196,238,218**	

School Facility Program | Modernization (MOD) Funding

The District participates in the State School Facilities Program (SFP), which consists of local bonds approved by the community within SAUSD boundaries and matching state bonds approved by statewide initiatives. Implementation of the District's SFP projects is dependent on the release of funds at the State level and the order in which the projects were approved by the State as compared with other projects in California. Recently, in light of the State budget crisis, there have been changes in the fund release process for the SFP. Prior to the change, projects were funded based on the receipt date of completed funding applications. Within the last year, however, the State Allocation Board has been approving projects as "Unfunded Approvals." These "Unfunded" projects are not funded until State funds become available through the sale of bonds at the State level. Districts must now participate in the "Priorities in Funding" process in order to qualify for the available SFP funds. In an effort to stimulate the economy, requirements have been modified to require districts to certify the project is "shovel-ready" and can begin construction within 90 days of the fund allocation. If a project fails to meet the requirements, the project is removed from the SFP approval list.

The Modernization (MOD) program provides State funds on a 60/40 State and local sharing basis for eligible improvements to educationally enhance existing school facilities. Projects eligible under this program include modifications such as air conditioning, plumbing, lighting, and electrical systems. Eligibility for funding is established on a per school site basis and should be re-examined annually, or when the program changes. However, unlike New Construction, MOD eligibility is only reduced as a result of MOD projects completed at the site.

As a result, MOD eligibility may be generated from past CBEDS years without any updates required. The annual review will adjust for potential increases in enrollment or facilities becoming eligible for MOD only. Funding under the SFP MOD program is available when the District has Division of the State Architect approved construction plans.

To date, the District has identified 34 projects at school sites with MOD eligibility, totaling just over $95.1 million in State MOD funds. The table below lists the current MOD project sites, State and District contribution, total funding, and construction status.

Table 29: *MOD Budget & Approval/Construction Status*

Project Name	State Match	District Match	Total Funding	Construction Status
Adams ES	$1,289,738	$859,825	$2,149,563	Completed
Carr IS	$3,275,829	$2,183,886	$5,459,715	Completed
Diamond ES	$2,458,428	$1,638,952	$4,097,380	Completed
Edison ES	$1,870,522	$1,247,015	$3,117,537	Completed
Franklin ES	$1,322,249	$881,499	$2,203,748	Completed
Fremont ES	$1,542,258	$1,028,172	$2,570,430	Completed
Greenville FS	$3,316,701	$2,211,134	$5,527,835	Completed
Harvey ES	$1,590,372	$1,060,248	$2,650,620	Completed
Hoover ES	$1,574,886	$1,049,924	$2,624,810	Completed
Jackson ES	$1,202,637	$801,758	$2,004,395	Completed
Jefferson ES	$2,433,074	$1,622,049	$4,055,123	Completed
Lathrop IS	$2,507,515	$1,671,677	$4,179,192	Completed
Lincoln ES	$292,495	$194,996	$487,491	Completed
Lowell ES	$2,173,765	$1,449,177	$3,622,942	Completed
Madison ES	$612,366	$408,244	$1,020,610	Completed
Martin ES	$943,348	$628,899	$1,572,247	Completed
MacArthur FS	$2,978,016	$1,985,344	$4,963,360	Completed
McFadden IS	$2,050,338	$1,366,892	$3,417,230	Completed
Mitchell CDC	$3,220,891	$2,147,261	$5,368,152	Completed
Monroe ES	$1,408,351	$938,901	$2,347,252	Completed
Monte Vista ES	$965,104	$643,403	$1,608,507	Completed
Muir FS	$1,053,708	$702,472	$1,756,180	Completed
Remington ES	$2,766,435	$1,844,290	$4,610,725	Completed
Roosevelt ES	$1,725,421	$1,150,281	$2,875,702	Completed
Saddleback HS	$12,635,489	$8,423,659	$21,059,148	Completed
Santa Ana HS	$14,975,661	$9,983,774	$24,959,435	Completed
Santiago IS	$2,386,804	$1,591,203	$3,978,007	Completed
Sepulveda ES	$177,372	$118,248	$295,620	Completed
Sierra IS	$1,558,998	$1,039,332	$2,598,330	Completed
Spurgeon IS	$5,789,682	$3,859,788	$9,649,470	Completed
Taft ES	$1,354,712	$903,141	$2,257,853	Completed
Willard IS 1	$5,937,207	$3,958,138	$9,895,345	Completed
Willard IS 2	$2,070,203	$1,380,135	$3,450,338	Completed
Wilson ES	$3,706,170	$2,470,780	$6,176,950	Completed
Totals	**$95,166,745**	**$63,444,496**	**$158,611,242**	

Several SAUSD schools are eligible or will soon be eligible for modernization grants as part of the State SFP. The District estimates grant eligibility in the amount of $46,895,454. This modernization grant is a 60/40 sharing program with the State; therefore, the District would have to match $31,263,636 via a future local bond.

School Facility Program | Career Technical Education

The Career Technical Education (CTE) program provides funding to qualifying school districts for the construction of new facilities or reconfiguration of existing facilities to integrate CTE programs into comprehensive high schools. The program provides up to $3 million per project for new construction and up to $1.5 million per project for modernization of Career Technical facilities. A CTE project request may also consist entirely of equipment. The funding will be provided on a per-square-foot basis and does not require traditional SFP eligibility.

The District received funding for six CTE projects at Valley High School for the following academics: New Media, Health Care, Transportation, Engineering and Construction, Manufacturing, and Global Business. The funding for these projects was approved at the April 2008 SAB meeting for a total of $2,062,919 in State funds (requiring an equal match from the District).

Charter School Facility Program

In 2002, Assembly Bill 14 created the Charter Schools Facilities Program (CSFP). Through the passage of Propositions 47, 55, and 1D, $900 million has been made available for the new construction of charter school facilities or the rehabilitation of existing school district facilities that are at least 15 years old for charter school use. This program allows charter schools that provide site-based instruction to access State facility funding directly or through the school district where the project will be physically located. The CSFP permits a charter school or school district filing on behalf of a charter to apply for a preliminary apportionment (reservation of funds) for construction projects.

If the State CSFP identifies available funding in the future, the District may have the opportunity to utilize CSFP funds for a District-sponsored charter school. It should be noted that the CSFP program is highly competitive and the District would have to meet certain criteria to be eligble.

B. NON-SCHOOL FACILITY PROGRAM FUNDING SOURCES

General Obligation (G.O.) Bonds – Measure G

The District was successful in passing Measure G, a $200 million GO bond on June 3, 2008 thanks to the help of voters. The funds are being used to provide funding to (1) allow the District to replace relocatables, (2) construct new facilities, (3) provide funding for other District facility needs, and (4) renovate existing facilities as outlined in this Plan. The District's previous bond, Measure C, was a $145.15 million bond for Modernization and New Construction.

Telecommunications Act of 1996 – Federal Funding

The Telecommunications Act of 1996 allowed schools to have affordable access to advanced telecommunications. As a result, schools received a reduced rate (E-Rate) for the acquisition of telecommunication services. Eligible schools can receive discounts of up to 90 percent on telecommunication services, internet access and internal connections necessary for deploying technology into the classroom. The amount allocated per year for technology projects is based

on economic disadvantage and geographic location of the school site. To date the District has received a total of approximately $9.47 million.

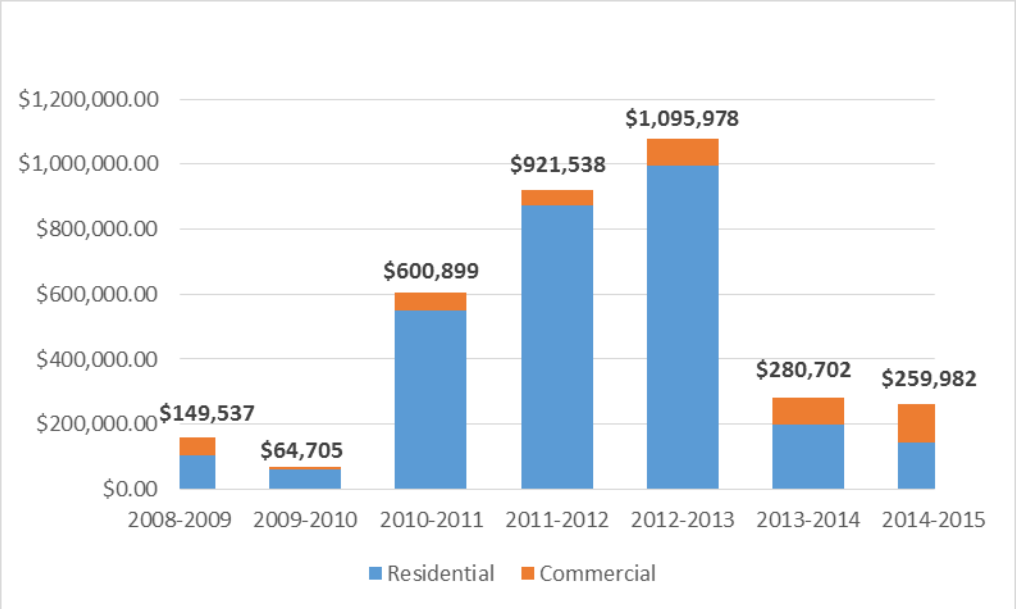
Developer Fees

On January 27, 2016, the State Allocation Board authorized an inflationary increase in Level 1 statutory school fees to $0.56 per square foot for commercial and $3.48 per square foot for residential development. The District prepared a Fee Justification Studies in order to take action to implement the new fees. The Board of Education approved the new statutory fees on May 10, 2016 and will take effect July 23, 2016.

In 2009, the District prepared a School Facilities Needs Analysis and the Board of Education approved the levying of Level 2 fees for all new residential construction. However, the Level 2 fee eligibility expired on August 23, 2012 due to the removal and replacement of portable classrooms (the District no longer met the eligibility requirements outlined in Government Code Section 65995.5).

Developer fees collected by the District have seen some volatility. As shown in the following chart, in the 2014-2015 year, the District received less than $260,000 in developer fees. In March 2016, Facilities staff saw an increase in the amount of developer fees collected for new residential construction, indicating a turnaround in the economy. In the month of March 2016, the District collected $1.14 million for two large residential projects in the Irvine/Newport development area (INDA). Based on phone calls received from INDA developers, we anticipate an additional $1.74 million to be collected in 2016. See Table 5 for planned residential development projects in the City of Santa Ana and Figure 9 for development projects in the City of Irvine.

Chart 4: *Developer Fee History*



Developer fee money is required to be spent on facilities improvements to accommodate the additional students generated by the development. In previous years, the majority of developer fee revenue paid relocatable classroom leases. In 2013, the District entered into an agreement

to purchase its inventory of leased portables for three equal payments of $1,083,751. Since the final payments for the relocatable purchase have been paid off, developer fee revenue is now slated for new school facilities to accommodate the growth in the INDA.

Community Facilities District

In 2004, the District entered into and formed a Community Facilities District (CFD No. 2004-1) to mitigate the costs of development for the Central Park West development project near the intersection of Michelson and Jamboree in Irvine. CFD No. 2004-1 was formed to finance the mitigation obligation of the developer of Central Park West to the District, as well as to the Irvine Ranch Water District and the Orange County Fire Authority. In 2005, the District issued $11,785,000 in special tax bonds to fund those obligations, of which $5.5 million went toward the construction of school facilities. Property owners within CFD No. 2004-1 pay an annual special tax that funds the debt service on the special tax bonds, provides an ongoing revenue source for facilities projects, and funds the administrative costs of the CFD. If CFD funding becomes available, facility improvement projects will be identified. The proceeds from the developer fees will not be taken into account for facilities revenue.

Qualified Zone Academy Bonds

Authorized through Federal tax legislation enacted in 1997, the Federal Qualified Zone Academy Bond (QZAB) program issues $400 million annually. Each State receives a share, which is then administered by the State Department of Education on a first-come, first-served basis. A district obtains eligibility on a school-by-school basis, not district-wide. A site must be located in an Enterprise Zone or an Empowerment Community, or at least 35% of the students must be eligible for federal free or reduced-cost lunch program. The funding allows for certain schools, known as Education Zone Academies, to finance the equipping and/or renovating of school facilities on an interest-free basis through the allocation of tax credits. The federal government covers all of the interest on these bonds. The interest payment is actually a tax credit, in lieu of cash, provided to financial institutions that hold the bonds. The intent of the Education Zone Academies is to expand student learning opportunities and engage students through technology-focused, hands-on curriculum. The Academies aim to improve graduation rates, prepare students for college, and equip students with the skills employers require in today's global economy.

In the 2004-05 school year, the District used QZAB funding to renovate science and chemistry labs at three intermediate schools and four high schools. In 2012, the District received authorization for $30 million in QZAB funding. Of that funding, $21 million has been allocated to facilities' improvements. The District completed development for photovoltaic solar panels at ten District school sites, including Heninger, Taft and Thorpe Elementary Schools, Carr, McFadden, and MacArthur Intermediate Schools, and Century, Santa Ana, Segerstrom and Valley High Schools. The solar panel systems will be partnered with educational academies focused in science, technology, engineering, and math (STEM) curriculum. The solar panel system will serve as a student laboratory for solar system design, fabrication, installation, monitoring, mounting systems, energy generation, and environmental benefits for integration into curriculum. A portion of the QZAB funding will be used for technology, classroom equipment, curriculum materials, professional development, and physical adaptation of classrooms. The District will repay the QZAB by utilizing money available through energy savings generated by the solar panel projects.

Proposition 39: The California Clean Energy Jobs Act

In November 2012, the voters of California passed Proposition 39 (Prop 39) that will generate $2.5 billion over five years for K-12, higher education, and local governments for energy efficient projects. Since the District recently completed renewable energy (solar) projects underway, the Prop 39 funding can be utilized for other high-priority energy efficiency projects, including retrofits of existing buildings and equipment. The District submitted its expenditure plan and other documentation in compliance with the Prop 39 guidelines to access these funds.

In Year 1, the District received $819,247 in planning funds and $1,608,367 to implement projects, and in Year 2, the District received $2,392,117. Based on the funding formula, SAUSD anticipates receiving roughly $2.2 million for its third year. The District predicts a cumulative amount of $12.8 million during this five-year period. It should be noted that the funding allocation is calculated by the California Energy Commission and is subject to change.

In concert with the Prop 39 funding, the District developed an energy conservation model to realize guaranteed energy cost avoidance. The District has the opportunity to address the need for student and staff behavioral modification in order to reduce utility consumption, resulting in sustainable and valuable savings to the General Fund.

Other Agency Joint Participation/State Joint-Use Program

Other local agencies that have similar needs may be willing to share the cost of providing new or modernized facilities in exchange for joint-use. The District may be able to enter into joint-use agreements with the City of Santa Ana and other partners for parks and recreational facilities.

In some cases State funding may be available for qualifying multipurpose building projects at the District's elementary schools. The State joint-use program provides 50 percent funding for qualifying joint-use projects, up to a maximum of $1 million at elementary schools, $1.5 million at middle schools and $2 million at high schools. Currently, State funding is not available but additional funds may be made available in the future.

The following is a list of current partnerships:

- The Young Men's Christian Association of Orange County (YMCA) Children and Family Commission of Orange County funded the construction of a $3.1 million joint-use aquatic facility at Segerstrom High School. Construction was completed on the aquatics facility in fall 2010.

- The City of Santa Ana Parks, Recreation, and Community Services Agency received a Statewide Park Program Proposition 84 Grant for $4.4 million to provide recreational improvements at Willard Intermediate School. The Proposition 84 grant is designed to develop recreation improvements on SAUSD property under a joint-use agreement that will serve the community and youth surrounding the school. The project involved artificial turf, synthetic track, playground (tot lot), and restroom facilities. Project construction was completed in summer 2013.

- The City of Santa Ana was awarded $2.5 million of Community Development Block Grant funds to construct a two-story, multipurpose room/community center at Garfield Elementary School. The District has identified an additional $4.9 million to construct a new two-story, 12-classroom building and site upgrades. Project construction was completed in fall 2013.

- The City of Santa Ana received an additional Proposition 84 grant for recreation improvements for Roosevelt and Walker Elementary Schools (Roosevelt Park). The project is proposed to include the construction and joint use agreement for the use of a multi-purpose room/community center, playground, playfield and running track, and site improvements. The design of the project was submitted to the Division of the State Architect for review and construction is anticipated to start in fall 2016.

In addition to joint-use funds, the District has received proceeds from the Governors' Fitness Challenge. The 2010 winner, Jackson Elementary, and the 2011 winner, Walker Elementary, each received $100,000 in donated fitness equipment.

Target School Library Makeovers

One of the objectives of the Target foundation, Heart of America (HOA), is to revitalize school libraries into warm, friendly places that engage children in learning, creating a love of reading. The renovation includes new paint, carpeting, furniture, book shelves, and 2,000 new books. Taft Elementary School (2014), Lincoln Elementary School (2013), Roosevelt Elementary School (2012), and Adams Elementary School (2010) were chosen to receive HOA's library makeover.

Debt Financing

The District currently utilizes Certificates of Participation (COPs) to finance some facilities. This type of debt financing should only be used as "bridge" funding until permanent funding becomes available. The District should proceed with caution when using COPs and other debt financing, as they are reliant on development growth assumptions that, if not realized, may impact the District's General Fund.

Successor Agencies [Formally Redevelopment Agency]

Assembly Bill X1 26, the "Dissolution Bill," eliminated Redevelopment Agencies and replaced them with Successor Agencies. The responsibility of calculating pass-through payments will now be shifted to the Auditor-Controller.

There are formally eight redevelopment agencies within the SAUSD boundaries. These agencies provide a portion of their tax increment to the District to offset the financial and facilities strain on the District as a result of urban renewal.

Currently, the District's redevelopment funding is being used to pay off its Certificates of Participation (COPs), a type of "bridge" financing for facilities. The COPs was paid off in 2015, at which time the redevelopment funds (approximately $1 million per year through 2027) became a funding source for facilities improvement projects that have a nexus to the redevelopment area.

Asset Management

The District has not identified any unused assets that might be used to generate revenue for facility funding.

Emergency Repair Program

This program provides grant funding for repairing or replacing existing building systems or structural components that are broken or not functioning properly and that pose a health and safety threat to students and staff at eligible school sites. Eligible school sites consist of those identified as Deciles 1-3 by the 2006 Annual Performance Index. Emergency Repair Program (ERP) funds were to be made available annually through the Budget Act until $800 million has been allocated.

In 2008, the District received ERP funding totaling $18.7 million dollars. Following that, 64 projects were approved and pending funding totaling $73,869,571. During the State fiscal crisis, the State stopped releasing ERP funds until fall 2014. In August and November 2014, the District received approximately $48 million, of which approximately $22,221,000 is slated for reimbursement to the District. The Governor's January 2015 budget proposal identified funding for the remaining ERP funds to be disbursed. In fall 2015, the District received the final $25,818,643 and is currently under construction on those projects.

Cellular Tower Lease Payments

The District has five cellular towers at four sites that receive monthly lease payments. In total, the District receives approximately $115,300 annually in cellular lease revenue. This revenue can be used to fund District needs, including minor facility improvement projects.

Summary

The District strives to maintain and ensure the health and safety of each student, create equitable facilities across the District, and diminish the reliance on relocatable classrooms. Measure G bond funds are central to the District accomplishing this task. While the District has been successful with passing local bond measures as a source of matching funds, it should also explore other options for school facility funding as well as possible future bonds targeted at remaining and new District needs.

The table below summarizes the various funds secured for the District's building program.

Table 30: *Total Facilities Funding*

Funding Source	District Match	State/Outside Funding Contribution	Total Funding Secured
Critically Overcrowded Schools (COS)	$45,233,488	$45,233,488	$90,466,976
Overcrowding Relief Grant (ORG)	$98,119,109	$98,119,109	$196,238,218
Modernization (MOD)	$63,444,496	$95,166,745	$158,611,241
Emergency Repair Program (ERP)	n/a	$92,586,686	$92,586,686
Career Technical Education (CTE)	$2,062,919	$2,062,919	$4,125,838
Qualified Zone Academy Bonds (Solar)[1]	n/a	$30,000,000	$30,000,000
Proposition 39 (energy efficiency)	n/a	$12,768,671	$12,768,671
E-Rate[2]	n/a	$9,466,519	$9,466,519
Other (Family Commission of Orange County/YMCA and City of Santa Ana)[3]	n/a	$15,000,000	$15,000,000
TOTAL FUNDING*	$208,860,012	$400,404,137	$609,264,149

NOTES:

[1] *Of the listed secured funding, $21 million have been apportioned to facilities' improvements.*

[2] *District portion included in the District's match above for COS, ORG, and MOD projects.*

[3] *Includes 3.1M Segerstrom HS, 4M Willard IS, 5M Roosevelt/Walker ES and 2.5M Garfield ES projects.*

VI | IMPLEMENTATION PLAN

The Santa Ana Unified School District (SAUSD) has successfully implemented many construction projects through the Measure G General Obligation Bond, including replacing over 500 portables with new permanent classrooms. However, while the balance of Measure G funds have been allocated, the District has outstanding needs and aging facilities. The preliminary projected cost of $356,046,000 for facilities needs outweighs the available funding sources. In the continuous effort to provide top-quality facilities that promote safe learning environments, the District is actively exploring additional funding initiatives and devising financial strategies to meet the costs for current and future needs.

The District has modernization eligibility in the State School Facility Program (SFP) in the amount of $46,895,454. The District plans to apply for these modernization grants; however, the modernization grant is a 60/40 sharing program with the State. The modernization grants would be contingent upon voters approving the 2016 State bond, and the District would have to match $31,263,636 via a future local bond or other funding sources. The District is exploring other funding sources that would allow the District to combine funds and stretch the building program in order to maximize the number of projects that can be completed. Other potential funding sources being analyzed include City and Joint-use partnerships, redevelopment, and Qualified Zone Academy Bonds.

The District's first step in the implementation process is to assemble a comprehensive facilities needs assessment. Table 24 from the Projected Facilities Needs Cost is a preliminary summary of estimated needs; however, the District is developing an extensive document with a priority inventory for long-term planning recommendations. These recommendations will include modifications, renovations, and new construction that may be necessary to support programs made accessible to all students. This document will include estimated costs and budgets, campus maps, as well as known deficiencies. This information will be used to examine critical needs per building site-wide and be used to support a future bond request. The process of gathering the necessary data for the facilities needs assessment includes site visits, staff interviews, and review of previous deficiency documents as well as stakeholder input. This comprehensive needs assessment and prioritization process will allow the District to be prepared to execute projects efficiently once funds are available.

This page intentionally left blank.

VII | APPENDIX

APPENDIX A – Educational Specifications

The following section on Educational Specifications has been incorporated into this update of the Facilities Master Plan. Educational Specifications are a critical component in the development and implementation of the programs identified in the FMP. The Educational Specifications provide guidance that bridges the gap between the District's multi-year planning program and the current and future curriculum-based needs of the District's students.

This page intentionally left blank.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Acceptance of Career Technical Education Incentive Grant for 2015-17 School Years Funding**

ITEM: **Action**
SUBMITTED BY: **Michelle Rodriguez, Ed.D, Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Don Isbell, Director, Career Technical Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the acceptance of the Career Technical Education Incentive Grant (CTEIG) for the 2015-17 school years funding. The goal of the CTE Incentive Grants is to provide students grades kindergarten through 12, inclusive, with the knowledge and skills necessary to transition to post-secondary education and careers.

ITEM SUMMARY

- Offers high quality curriculum and instruction aligned with the California CTE Curriculum Standards
- Provide a coherent and rigorous sequence of CTE courses that enable students to transition to postsecondary education program and the workforce

RATIONALE:

The purpose of this grant is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school districts local control funding formula. The grant funds will support the improvement and expansion of CTE programs throughout the districts secondary program to better prepare all students to be both college and career ready. Emphasis will be placed on increasing academic rigor to the CTE pathways by expanding the number of both articulated and college capstone classes to the programs.

Program expansion will include more opportunities for students to participate in internships and work based learning opportunities within the surrounding community. Additional efforts will also be placed in creating programs that lead students towards careers in high skill and high wage fields.

LCAP Goal 1.8: Increase availability of Career Technical Education and Regional Occupational Program courses and academies.

FUNDING:

CTEIG Funds: $2,748,474

RECOMMENDATION:

Approve the acceptance of the Career Technical Education Incentive Grant (CTEIG) for the 2015-17 school years funding.

MR:DI:ez

GRANT SUMMARY

Title:	Career Technical Education Incentive Grant for Funding 2015-17 School Year
Funding Source:	California Department of Education
Due Date:	July 2015 through June 2017 (1st funding term)
Contact Person:	Don Isbell, Director, Career Technical Education
Amount/Duration:	CA Department of Education will expend funds of $2,748,474.00 from July 1, 2015 through June 30, 2017
Target Population (e.g., Grades):	Grades K-12
Budget Impact:	None
Indirect Rate:	5.0%
Personnel Impact:	CTE administration, teachers and classified staff are involved in the administration of the grant.
Grant Program Description	
The CTE Incentive Grant will build upon and enhance innovative pathways to offer high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards by providing a rigorous coherent sequence of CTE courses that assists students to transition to postsecondary education programs leading to a career pathway or attain employment upon high school graduation. SAUSD's CTE maintains an inventory of over 65 rigorous courses for the intermediate and high schools. In addition, over 16 CTE courses are integrated UC "a-g" approved. CTE has over 23 articulated courses with four community college districts. Plus we offer training for 12 industry certifications. Early remediation will be infused into all pathway programs to increase student academic success and pathway sequence completion.	
Goals/Objectives:	The main goals for the 2015-17 program year includes: • Expand and improve student career exploration and guidance. • Provide students support services for counseling and student leadership development. • Continue to expand pathway alignment, coherence, and articulation, including regional and local partnerships with postsecondary educational institutions. • Expand opportunities for students to participate in after school, extended day classes, competitions, internships and other work-based learning opportunities. • Improve and expand opportunities for student to earn industry-recognized credential or certificate, or appropriate postsecondary training or employment. • Improve CTE facilities and equipment for secondary CTE programs. • Expand PBL cross-curricular curriculum.
Activities:	• Secondary students will participate in both internships and work based learning opportunities • Students will participate in leadership activities that are embedded in the CTE curriculum and through extended learning opportunities. • Students will have the opportunity to participate in internships year round • Teachers will complete A-G course alignments, industry certification alignment. • Students and the local community will attend and participate in CTE career events to promote CTE pathways and CTE focuses at both the intermediate and high schools.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Agreement with Playworks Coach Leadership Program for 2016-17 School Year**

ITEM: **Action**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Playworks Coach Leadership Program for the 2016-17 school year.

ITEM SUMMARY:

- Agreement Starts: July 1, 2016
- Agreement Ends: June 30, 2017
- Agreement will provide services to 8,768 students at 11 schools

RATIONALE:

The Playworks program provides a Coach Leadership Program to establish student leadership within the school and to build student ownership and improve playground behaviors. Playworks improves the health and well-being of students by increasing opportunities for physical activity and safe meaningful play.

Playworks will be providing services to 8,768 students from Carver, Edison, Esqueda, Garfield, Heninger, Heroes, Hoover, Lincoln, Monte Vista, Santiago, and Washington elementary schools.

LCAP Goal 3: All students and staff will work in a healthy, safe, and secure environment that supports learning.

FUNDING:

Various School Site Funds: $396,000

RECOMMENDATION:

Approve the agreement with Playworks Coach Leadership Program for the 2016-17 school year.

MR:ez

PLAYWORKS DIRECT SERVICE

Transform the school day with a Playworks coach.

A full time Playworks coach facilitates positive play at recess, throughout the school day, and after school.

Challenges to a Healthy School Culture
Too often we hear from principals and teachers about problems during recess: conflict on the playground, bullying, or students just sitting on the sidelines feeling excluded and not getting enough physical activity.

Our Solution
We are changing school culture by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills.

With the proven **Direct Service** program, Playworks places a full time, highly-trained, and energetic coach in your school to build a positive school culture through play. By creating play opportunities, coaches are able to transfer pro-social skills and healthy behaviors to students who will in turn, carry these skills with them into the classroom and into their communities.

A Playworks coach has the training and tools necessary to implement a fun and healthy recess, leadership program, instruction time with individual classes, and developmental leagues. The Playworks coach also provides opportunities for school staff, volunteers, and parents to get engaged in creating a positive recess culture.

A day in the life of a Playworks coach

8 - 8:15 a.m.
Arrive at school, check into the front office and prep for the day

9:45 - 10:15 a.m.
Facilitate first Class Game Time

10:55 - 11:10 a.m.
Check-in with Junior Coaches and assign tasks for recess

11:10 - 1 p.m.
Run recess with various grades

3:30 p.m. - 5 p.m.
Lead Junior Coach training

5 - 7:30 p.m.
Coach the co-ed development league game

PLAYWORKS

CONTACT:
MICHELLE SERRANO, ASSOCIATE DIRECTOR
T: 310-822-4148
MSERRANO@PLAYWORKS.ORG
PLAYWORKS SOUTHERN CALIFORNIA
460 E. CARSON PLAZA DR. SUITE 106 CARSON CA 90746
VISIT PLAYWORKS.ORG

Transform your school with the power of play.
Contact Michelle Serrano 310-822-4148
or mserrano@playworks.org.

HOW DIRECT SERVICE WORKS

Playworks provides elementary schools with a full time coach who facilitates positive play at recess, throughout the school day, and after school. An expert coach, a quality program, and a healthy school partnership provide the framework needed to create a high functioning recess and a positive school culture.

• AN EXPERT COACH strategically addresses and removes barriers for kids to access play. Throughout the year, the Playworks coach will receive professional training on youth development best practices, weekly on-site supervisor visits and coaching, mentoring, and technical assistance from their program manager.

• WITH THE DIRECT SERVICE PROGRAM, the Playworks coach focuses on implementing four key areas:

1. Recess - The coach creates a safe, fun, and inclusive playground by developing and modelling standard agreements for behavior and conflict resolution skills, teaching kids the rules and strategies of the games, and recruiting disengaged students to participate.

2. Junior Coach Leadership Program - Junior Coaches are a mix of 4th through 6th grade students who participate in regular trainings that focus on teaching valuable skills like leadership, conflict resolution, inclusion and community action, successfully improving their self-esteem, self advocacy, leadership ability, and desire to improve academically.

3. Class Game Time - The coach leads instructional time with individual classes throughout the year. During this time, the coach teaches foundational skills and activities that will prepare students so they can confidently engage in and enjoy recess.

4. Interscholastic Leagues - The coach leads non-competitive teams designed to develop skills, provide a positive team experience, and teach good sporting behavior to students.

• A HEALTHY SCHOOL PARTNERSHIP with Playworks is achieved through open communication, an understanding of play's importance in childhood development, and the shared belief that every child should have access to play every day. This ensures that expectations of positive behavior spill into the classroom and community.

Playworks changes school culture by leveraging the power of safe, fun, and healthy play at school every day. Playworks currently serves more than 900 schools in 23 cities, and reaches approximately 494,000 students directly and through professional training services.

PLAYWORKS.ORG

PLAY LEADERSHIP ESSENTIALS

Integrate play into your existing activities through a series of trainings that highlight constructive tools and methods.

For Youth Organizations

Play Leadership Essentials addresses how to integrate play into your existing before-, after-, and out-of-school activities. Through a series of experiential workshops, Playworks trainers highlight constructive tools and methods that can be used every day. Participants are invited to role-play and discuss best practices in youth play, exercise, and group management.

For a personalized assessment of how Playworks Training can make a difference at your school and to determine if Play Leadership Essentials is right for you, please contact Hector Salazar at 510.213.1696 or hsalazar@playworks.org to learn more.

HOW PLAY LEADERSHIP ESSENTIALS WORKS

Our workshops teach proven strategies to prevent and redirect challenging behavior, foster a stronger sense of engagement, and enhance opportunities for physical activity. Taught by professional Playworks trainers, each workshop in the series draws on various learning styles and builds on core principles of youth development. The program's workshops include:

1. **The Power of Play**—This workshop introduces the importance of play and lays the foundation for creating a safe, healthy, and respectful environment for youth. It also includes a discussion of the various barriers children may face.
2. **Group Management 1: Proactive Strategies**—Here we explore five key group management strategies that adults can use to set students up for successful group behavior.
3. **Effective Game Facilitation**—This workshop is designed to increase participants' ability to facilitate our games. In addition, we impart the Playworks methodology for transitioning between activities and building cooperation among kids.
4. **Group Management 2: Working with Challenging Behaviors**—We address how to establish and follow through on effective rules and consequences. The workshop also addresses "hot buttons," cool-down tactics, and creative incentives for positive behavior.

   OR

   Indoor Play Design—This workshop teaches participants indoor games, how to map indoor play spaces, and how to create action plans to keep kids physically active.

PLAYWORKS

PLAYWORKS

"Awesome, awesome, awesome. I have already started playing some of the games that were shared. The kids love them and I am having a ball delivering them."

-Participant, Cal Ripken Sr. Foundation, Baltimore

CONTACT
Hector Salazar
Senior Account Manager
510.213.1696
hsalazar@playworks.org

playworks.org/training

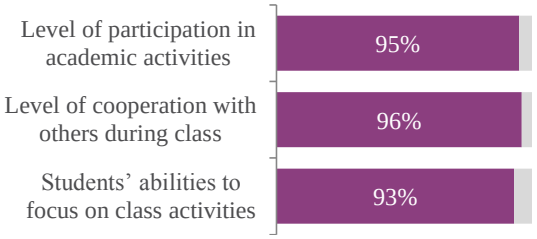
School Survey Results

PLAYWORKS

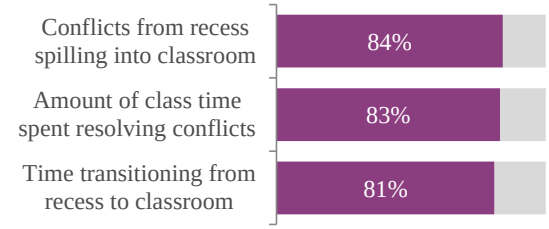
Southern California 2015

In the Classroom

% of staff that report an INCREASE in...



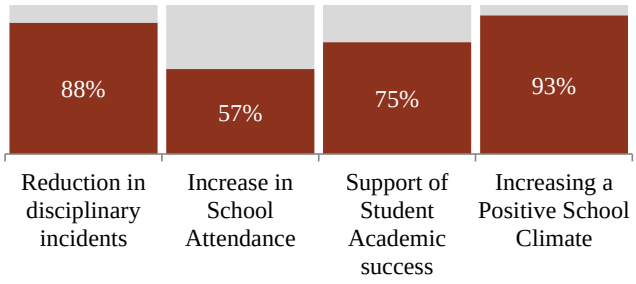
% of staff that report a DECREASE in...



23 Average number of hours recovered transitioning from recess to learning

Overall

% of staff report had a POSITIVE impact on:

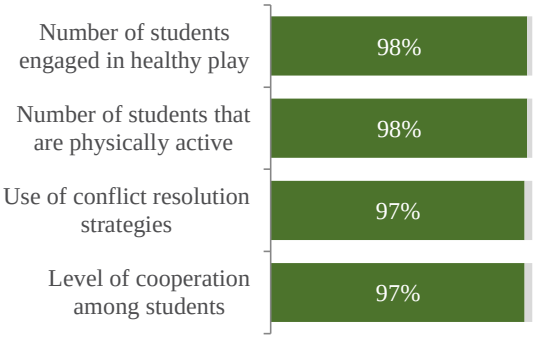


98% of adminstrators, teachers and support staff want Playworks to return next year

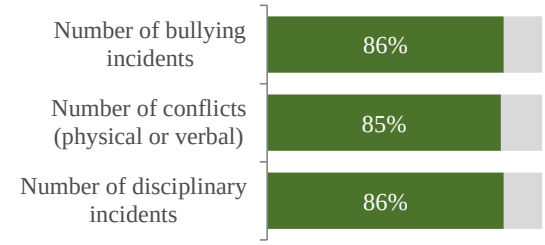
508 Total responses

On the Playground

% of staff that report an INCREASE in...



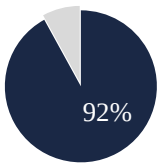
% of staff that report a DECREASE in...



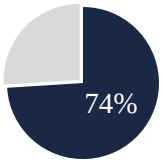
Youth Leadership

% of staff that report Junior Coaches take a leadership role...

During recess



Outside recess



Beyond School

% staff reported Playworks supports the following:

87% Helps students develop necessary skills to succeed in **the classroom and their commuunity**

83% Helps students develop necessary skills to succeed **in the workplace**

POSITIVE FINDINGS FROM A RANDOMIZED CONTROLLED TRIAL EVALUATION

PLAYWORKS SCHOOLS HAVE LESS BULLYING

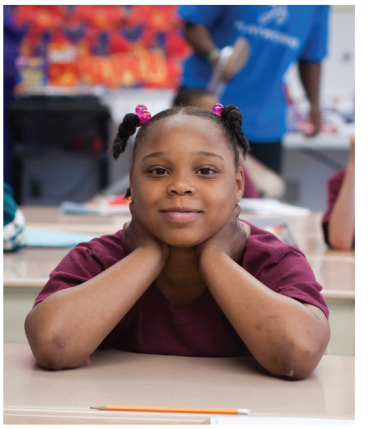
Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores[i].

43% LESS

STUDENTS FEEL SAFER AT SCHOOL

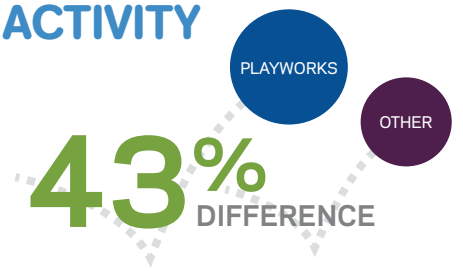
Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools[ii].

20% HIGHER RATING



STUDENTS ARE ENGAGED IN MORE VIGOROUS PHYSICAL ACTIVITY

Accelerometer data showed that children in Playworks schools spent significantly more time in vigorous physical activity at recess* (14% versus 10% of recess time, which is a 43% difference)[iii].



43% DIFFERENCE

STUDENTS ARE READY TO LEARN

34% FEWER MINUTES

Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)[iv].

PLAYWORKS

Source: Statistically significant findings from "Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior" and "Findings from an Experimental Evaluation of Playworks: Effects on Play, Physical Activity and Recess". Mathematica Policy Research, 2013

i (n=295); Significantly different from zero at the .05 level, two-tailed test
ii (n=296); Significantly different from zero at the .05 level, two-tailed test
iii (n=1,579); Significantly different from zero at the .10 level, two-tailed test
iv (n=293); Significantly different from zero at the .10 level, two-tailed test
* compared to those in control schools

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Playworks, 460 E. Carson Plaza Drive, Suite 106, Carson, CA 90746** hereinafter referred to as "CONTRACTOR."

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

Playworks program provides a Coach Leadership Program to establish student leadership within the school and to build student ownership and improve playground behaviors. Playworks improves the health and well-being of students by increasing opportunities for physical activity and safe meaningful play. Playworks will be providing services to 8,768 students from Carver, Edison, Esqueda, Garfield, Heninger, Heroes, Hoover, Lincoln, Monte Vista, Santiago, and Washington elementary schools.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Three Hundred Ninety-Six Thousand Dollars** (**$396,000**). DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

_____.

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

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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
CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Playworks**
1601 E. Chestnut Ave	**460 E. Carson Plaza Drive, Suite 106**
Santa Ana, CA 92701	**Carson, CA 90746**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Playworks Coach Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

PLAYWORKS

EDUCATION ENERGIZED

Playworks Coach and Santa Ana Unified School District
2016-17

This proposal is entered into between Playworks Education Energized ("Playworks") and Santa Ana Unified School District (the "District").

Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

The mission of Playworks is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Playworks contracts with schools to provide a high quality, multi-faceted program to accomplish this mission during the school day and after school. To that end, Playworks has been providing play to children for 20 years in elementary schools and youth organizations nationwide.

Our innovation has spread across the country with enormous momentum from word-of-mouth among teachers, principals and parents. This school year Playworks is reaching more than 750,000 children in 1,300 schools increasing safe and healthy play every day. For us at Playworks, the relatively recent spotlight on the value of social/emotional learning is a validation of our innovation and its impact for children.

Academic researchers have, for decades, lauded the extraordinary importance of play in childhood to develop the ability to interact with others and to learn. Play is a natural vehicle for encouraging and developing the competencies the youth development and education fields have now labeled as critical to healthy child development, things like self-awareness, self-control, empathy, social awareness and conflict resolution.

Playworks has demonstrated in thousands of schools and organizations that play is a powerful and ubiquitous opportunity to develop social/emotional skills in children. Our success goes beyond simply providing well-trained young adults and a proven curriculum to schools. Playworks has developed new skills in tens of thousands of youth workers, teachers, principals, parents and other school staff so they can develop positive social behaviors in the children they work with each day.

Playworks has been evaluated with a randomized control trial that determined our innovative approach to integrating play throughout the school day has statistically significant impacts on bullying, vigorous physical activity, transitions from play to classroom instruction and sense of safety. Subsequent evaluations have found impact on attendance and student engagement. We believe play is critical. Children must learn and develop through play and in environments that recognize and cultivate positive interactions among students and adults. This need simply cannot be fulfilled with cognitive skill development alone.

Scope of work

Playworks and the District will partner to increase opportunities for safe and meaningful play for every kid in Santa Ana Unified School District's elementary schools. For the duration of the 2016-2017 school year, Playworks will place a full time, highly-trained, and energetic coach at **Heroes, Carver, Edison, Garfield, Hoover, Monte Vista, Lincoln, Washington, Heninger, Santiago, and Esqueda Elementary Schools** to build a positive school culture through implementing a fun and healthy recess, leadership program, instruction time with individual classes, and developmental leagues.

.

Coach Logistics

Playworks and the District understand that:

1. The Playworks Program Coordinator will be an employee of Playworks, or an AmeriCorps member contracted by Playworks, and will be an active member of the School community.
2. The Playworks Program Coordinator is trained by Playworks prior to the first day of programming and receives regular training and supervision throughout the school year. The program coordinator receives training in youth development, group management, safety and leading healthy play and physical activities for elementary-aged students. Program coordinators are CPR/first aid certified, fingerprinted through the Department of Justice and tested negative for tuberculosis. Program coordinators also attend a mandated reporting workshop and are required by law to report suspected child abuse.
3. AmeriCorps: In the event that the Playworks Program Coordinator is an AmeriCorps member, the member:
    a. may not engage in religious or politically affiliated activities including: attempting to influence legislation, protesting, union organizing, engaging in partisan political activities, engaging in religious instruction and participating in voter registration drives.
    b. may choose to do AmeriCorps paperwork or planning on-site before or after their regularly scheduled day. No direct service at the school site is required of the program coordinator outside of the scheduled timeframe.
4. A Playworks Program Manager is responsible for supervision of the program coordinator and will provide the program coordinator with support in the initial program implementation at the School. School administrators will meet the Playworks Program Manager within the first month of the school year. The program manager should be contacted regarding any program problems or questions.
5. Playworks programming is not a substitute for physical education (PE). Playworks Program Coordinators may coordinate with an existing PE program, but are in no way a substitute for credentialed PE teachers. Playworks staff may not support the process for grading students related to PE.
6. Playworks offers a teacher training for all teachers and school staff at the School. This teacher training provides teachers and school staff with best practices and examples to implement opportunities for play and physical activities for their students. The School must provide the Playworks with a block of staff development time, ideally two to three hours, for this teacher training within the first six weeks of the school year.
7. Program coordinators will make every effort to stay healthy and not miss any school days. However, there will be days when the program coordinator is ill and there will be no one available to substitute for them. Program coordinators are required to call the school, their program manager and the Playworks administrative office in the event of illness or injury. Concerns about

the number of absences of the program coordinator at your school should be directed toward the program manager for your region.

8. In the event that the Playworks Program Coordinator is absent from the School for more than five consecutive days, your school may apply for a prorated credit from the sixth day of absence through the remaining consecutive days of absence. Only regular school days will be counted in this credit calculation. Approved credits may be taken against future invoices. In the event that the credit is for the final billing period of the school year, the credit will be applied to the following school year.

Direct Service Program

1. Schedule: Playworks will provide the School with one program coordinator Monday through Thursday for a total of 7 hours for in-school and out-of-school programming (within an 8 hour timeframe) and a total of 4 hours of in-school programming on Fridays as described in this memo of understanding. Appropriate lunch and break times will be designated as an eighth hour of the daily schedule. Additionally, a minimum of 2 hours per week will be assigned as planning and prep time for the program coordinator to complete Playworks administrative tasks. Please see sample school schedules in the Playworks additional resources provided to determine the hours of program service at School.
2. Playworks program end date with the School will be based on the last day of the school year stated on the original school calendar provided to Playworks by August 1, 2015. If the School has a full year schedule or alternative calendar, Playworks and the School will determine the end date of programming prior to the start of the school year.
3. The Playworks program has interrelated components. Our curriculum is geared towards students in kindergarten through sixth grade. The grade preferences listed by each component below reflect the range to which our curriculum is designed and taught to the Playworks Program Coordinators:

Recess *(grade levels: all grades) – starts on the first day of Playworks programming*

Playworks will use the recess times to coordinate the playing of core playground games and sports as well as to introduce skills-building activities and cooperative games. The program coordinator is required to be at all regularly scheduled recess periods. Program coordinators are focused during recess on facilitating recess and are not available for yard supervision. Playworks and the School will work together to create an indoor recess plan in case of inclement weather. School agrees to provide adult yard supervision during all recess periods. Playworks does not support the removal of recess privileges for extended periods of time, as a method of discipline.

Class Game Time *(grade levels: all grades) - Starts by third week of Playworks programming*

Playworks Program Coordinators provide classroom teachers Class Game Time, the purpose of which is to teach students and teachers the rules, expectations and skills of the games and activities provided during recess in a safe and organized setting. The Playworks Program Manager and the program coordinator will work with the School to create the best possible Class Game Time schedule. Depending on the number of classrooms being served, Class Game Times will range from 30 to 40 minutes on a rotating schedule. Class Game Time can be delivered to middle school students as long as the schedule and structure is consistent with lower grades Class Game Times. The School agrees to provide the presence of a credentialed adult, preferably the classroom teacher, during the Class Game Time session. Playworks requires the program manager's approval on all Class Game Time schedules before distribution to School and teachers. Program Coordinators cannot schedule Class Game Times during any regularly scheduled recess period.

Leagues *(grade levels: 4-6) - Start dates vary*

Based on available resources and the proximity of neighboring schools, Playworks will organize two non- competitive, skills-building leagues for fourth and fifth grade students. The program coordinator will be responsible for recruiting for the Playworks Girls Basketball and Co-ed

Volleyball leagues as well as coaching at least one practice per week, generally at the school site, and one evening game held off site. Playworks leagues take place over a period of approximately 6-12 weeks during the school year. No transportation will be provided by Playworks to or from any game or practice.

Junior Coach Leadership Program *(grade levels: 4-6) - Starts by the fourth week*

Playworks will provide a Junior Coach leadership program to establish student leadership within the school and to build student ownership of some key school functions. Junior Coaches are selected in the fourth week of Playworks programming through a process that includes student application, teacher recommendation and parent permission. These students serve as role models on the playground during recess.

During the School Day:

Junior Coaches are required to participate as leaders at recess 1-3 times a week. Junior Coaches are expected to make up missed work and maintain good grades to participate in the program. Junior Coaches will lead games and activities during the recess time as well as help students manage conflicts if they arise.

Out of School Time:

The JCLP supports the development of self-awareness, self-advocacy and community leadership in students by providing 2-4 hours of engaging skill development trainings, team-building games, and fun Playworks activities each week during OST. The trainings may be held before school, after school or during enrichment or elective blocks during the school day. Trainings are based on Playworks JCLP curriculum that includes, but is not limited to, thematic units on Junior Coach job training, conflict resolution strategies, leadership development, inclusion practices and community service and action. Playworks Program Coordinators lead trainings and skills practice activities in order to prepare Junior Coaches for their leadership role on the playground. Junior Coach Teams are limited to 15 students per training. Junior Coach attendance is required for all trainings in order for Junior Coaches to participate in their leadership role at recess.

Out of School Time Programming

The school and Playworks will determine if a model of Before School Recess is viable option based on school schedule and implementation of other components.

Direct Service School Partnership

Playworks and the School understand the importance of the role of the School in the successful implementation of the Playworks program at their site. As such the School agrees to:

1. Program implementation:
   a. Support implementation of each program component as described under Program
   b. Schedule date for teacher training as referenced in Logistic #6
2. Data Collection: The District will participate in reasonable data collection efforts at various times throughout the year necessary to support Playworks programming and reporting requirements including but not limited to surveys of teachers, principal and students, student attendance, limited disciplinary records and health and leadership assessments. b. The principal will be provided with a data collection schedule at the start of the school year.
   a. The principal agrees to manage school staff completion of data collection for Playworks.
   b. Playworks maintains confidentiality of all student-level data and reports only in aggregate to funders.

3. Equipment: The School will purchase and provide a basic set of playground equipment based on a sample list provided before the beginning of the school year. Playworks will maintain the equipment throughout the school year.
4. Workspace: The School will provide a workspace and access to a computer and the internet for the program coordinator.
5. Payment: The School will support implementation of all necessary steps to ensure timely payment of all invoices based on agreed upon payment installation.

Playworks Mandatory Job Requirements & Mandatory Screening

Fingerprinting and Background Check: Background checks are conducted on all employees. Playworks uses various agencies/processes to conduct the background checks and fingerprints (depending on the state). We conduct State and FBI background checks and sexual offender checks on the National Sex Offender Public Registry Website (NSOPR). Any finding of criminal history may be cause for non-hire and/or termination. Employment is contingent on satisfactory completion of a background check.

Guidelines for Mandated Reporting at Playworks: At Playworks we adhere to the laws and regulatory requirements specified for Mandated Reporters. Mandated Reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (local police/sheriff's department).

CPR and First Aid: All school site staff must be CPR and First Aid certified. Playworks provides mandatory CPR and First Aid training for certification and re-certification.

Tuberculosis (TB) Testing: All school site staff must have a negative TB test or clear chest x-ray on file to work in the public schools. TB tests are valid for 24 months.

Program Suspension/Termination: At the discretion of Playworks or the School, and with reasonable advance notice, programming may be discontinued at the School during the course of the school year. Playworks reserves the right to suspend programming if payment of amounts owed is not made in a timely manner.

Liability: Playworks agrees to provide the district with current insurance for both liability and workers compensation for all Playworks employees. The certificate of insurance must name the district as additional insured. The District will provide their own liability covering all District employees that attend/ participate Playworks programming.

Reciprocal Indemnification: By signing this agreement **Santa Ana Unified School District hold harmless Playworks**, its directors, officers, employees, agents, affiliates, distributors, successors and assigns (collectively "Playworks") from any and all liability arising from the training. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines, settlements and all other amounts that Playworks becomes legally obligated to pay because of any claim or claims made against Playworks arising from the Event.

By signing this agreement, **Playworks agrees to indemnify and hold harmless Santa Ana Unified School District** its directors, officers, employees, agents, affiliates, successors and assigns for any and all claims for death, bodily injury and damage to tangible property caused by the sole negligence or wrongful act of Playworks staff, agents or representatives, arising from this training event. This indemnity extends, but is not limited to, any and all expenses, including attorney's fees, damages, judgments, fines

and settlements and all other amounts that the District becomes legally obligated to pay because of any claim or claims made against District arising from the Event.

District Agreement: This memorandum of understanding between Playworks and Santa Ana Unified School District (the "District") is made part of the attached District's "Agreement for Special Contract Services".
Cancellations: Cancellations must occur at least eight weeks (60 days) prior to the agreed upon training date. Cancellations received after July 15th, 2016 are non- refundable. "No shows" are non- refundable.

Please notify us immediately of any problems in regards to the payment schedule. Payments can be made out to: *Attn: Accounting, Playworks, 380 Washington St, Oakland, CA 94607*

Cost:

Coach: Full time Coach; 11 sites*	$396,000
*$36,000 per school	

Total Cost of Project: **$396,000**

Payment Schedule:

Payment is due within 30 days of receipt of the invoice. After 30 days, a late fee of two percent of any outstanding balance will be charged monthly. Invoices will be sent monthly, on the 1st of each month starting August 2016 and ending June 2017.

Playworks Education Energized

Signed: _____ Michelle Serrano
Associate Director, Southern California
Date: _____

Santa Ana Unified School District

Sign: _____ Name: _____
Title: _____
Date: _____

Sign: _____ Name: _____
Title: _____
Date: _____

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Adoption of Resolution No. 15/16-3111 – Approval of Updated District Educational Specifications**

ITEM: **Action**
SUBMITTED BY: **Orin Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Senior Facilities Planner**

BACKGROUND INFORMATION:

ITEM SUMMARY:

- Update the 2010 document.
- Purpose: Identify the design elements of school facilities needed to promote the educational programs and goals.
- Educational Specifications are required to participate in the State construction program.

In October 2008, the Superintendent's Facility Improvement Advisory Committee (Committee) was formed consisting of educators, administrators, and community members to determine the essential design elements of schools facilities needed to promote the educational programs and goals of the District. The Committee's efforts culminated in the 2010 Educational Specifications document. The Board of Education approved the SAUSD Educational Specifications on January 26, 2010. The document was updated in April 2016 by staff to include relevant programmatic changes that impact classroom design in such areas as instructional technology innovations and Science, Technology, Engineering, and Math (STEM) needs. Staff is requesting the Board approve the updated 2016 SAUSD Educational Specifications.

RATIONALE:

School districts that utilize State School Facility Program funding are required to submit Educational Specifications to the California Department of Education as a condition of Final Plan Approval of construction projects (*Title 5, California Code of Regulations Section 14030[a]*). This document is intended to address school facility needs across the District and ensure equity among the schools. It is applicable to new construction, modernization, expansion, and other improvements. The Educational Specifications are incorporated into the Facilities Master Plan.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 15/16-3111 – approve the District Educational Specifications.

OW:rb

RESOLUTION NO. 15/16-3111

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

ADOPTING DISTRICT EDUCATIONAL SPECIFICATIONS

WHEREAS, the Santa Ana Unified School District building inventory consists of over fifty five school sites including Administrative support facilities; and

WHEREAS, the Board of Education is committed to the development of the Santa Ana Unified School District's facilities, quality educational programs and student achievement; and

WHEREAS, the Superintendent's Facility Improvement Advisory Committee was formed in October of 2008; and

WHEREAS, the Superintendent's Facility Improvement Advisory Committee consisted of educators, administrators, and community members that collaboratively worked over a period of sixteen months to determine the essential design elements of school facilities needed to promote the educational programs and goals of the District; and

WHEREAS, the Superintendent's Facility Improvement Advisory Committee expertise was used in conjunction with the California Department of Education's recommendations and the requirements of Title 5, California Code of Regulations Section 14030[a]; and

WHEREAS, the Board of Education approved the 2010 Educational Specifications on January 26, 2010; and

WHEREAS, SAUSD staff updated the 2010 Educational Specifications to include relevant programmatic changes that impact classroom design, such as instructional technology innovations and Science, Technology, Engineering, and Math ("STEM"); and

WHEREAS, school districts that utilize State School Facility Program funding are required to submit Educational Specifications to the California Department of Education as a condition of Final Plan Approval of construction projects; and

WHEREAS, the Santa Ana Unified School District is actively participating in the State School Facilities Program; and

WHEREAS, the Santa Ana Unified School District's Educational Specifications are incorporated into the District's Facilities Master Plan;

NOW, THEREFORE, BE IT RESOLVED THAT THE BOARD OF EDUCATION OF THE SANTA ANA UNIFIED SCHOOL DISTRICT HEREBY ADOPTS AS FOLLOWS:

1. That the Board approve and adopt the Santa Ana Unified School District's Educational Specifications as a part of the Facilities Master Plan;

2. That the Board directs staff to review and update as necessary the Educational Specifications on an as needed basis;

3. That the Board authorizes staff to create and/or reconvene committees as deemed necessary;

4. That the Board of Education encourages staff to explore and to test pilot new materials, equipment and systems for inclusion into the standards as appropriate to ensure best practices and current materials and methods are adopted and utilized.

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of 28th day of June 2016.

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

AYES:

NOES:

ABSENT

STATE OF CALIFORNIA)
) ss:
COUNTY OF _____)

I, _____, 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
President of the Governing Board for the
Santa Ana Unified School District, State of California

I, _____, Clerk 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
Clerk of the Board of Education of the
Santa Ana Unified School District, State of California

2016

Educational Specifications

Santa Ana Unified School District

Adopted by Resolution June 28, 2016

This page intentionally left blank.

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 East Chestnut Avenue – Santa Ana, California 92701 – (714) 558-5501

BOARD OF EDUCATION

JOHN PALACIO, PRESIDENT
ROB RICHARDSON, *VICE PRESIDENT*
VALERIE AMEZCUA, CLERK
JOSÉ ALFREDO HERNÁNDEZ J.D., MEMBER
CECILIA "CECI" IGLESIAS, MEMBER

2008-2009 COMMITTEE MEMBERS

ROSA ALDAZ, *COMMUNITY MEMBER/PARENT*
DIANE BLEVINS, *SPECIAL EDUCATION*
RAUL GARCIA-ORTIZ, *TEACHERS' ASSOCIATION*
HUGO HERNANDEZ, *DATA COMMUNICATION*
ALEXANDRA ITO, *TECHNOLOGY ADMINISTRATOR*
MARK MCLOUGHLIN, *BUSINESS COMMUNITY*
GREG RANKIN, *HIGH SCHOOL PRINCIPAL*
TERESA STETLER, *ELEMENTARY PRINCIPAL*
TONY WOLD, *ED. D., PROGRAM QUALITY*
PATRICK YRARRAZAVAL, *INTERMEDIATE PRINCIPAL*

DISTRICT ADMINISTRATION

RICK L. MILLER, ED.D.
SUPERINTENDENT

DAVID HAGLUND, ED.D.
DEPUTY SUPERINTENDENT
EDUCATIONAL SERVICES

MICHELLE RODRIGUEZ, ED.D
ASSISTANT SUPERINTENDENT,
K-12 TEACHING AND LEARNING

ORIN WILLIAMS
ASSISTANT SUPERINTENDENT,
FACILITIES AND GOVERNMENTAL RELATIONS

JESSICA MEARS
SENIOR FACILITIES PLANNER

FAILURE IS UNACCEPTABLE!
SUCCESS IS THE STANDARD...IT'S UP TO US ALL!

This page intentionally left blank.

TABLE OF CONTENTS

SECTION			PAGE
1.0	**INTRODUCTION**……		1
2.0	**DISTRICT'S GUIDING STATEMENTS**……		3
	2.1	Mission Statement……	3
3.0	**METHODOLOGY**……		5
4.0	**EDUCATIONAL SPECIFICATIONS**……		7
	4.1	Site Selection……	7
	4.2	Maintenance……	7
	4.3	Access Compliance……	7
	4.4	Sustainability……	7
	4.5	Curriculum Content and Teaching Methodology that Influence Design……	8
		4.5.1 Core Concepts……	8
		4.5.2 Technology Integrated Education……	8
		4.5.3 Science, Technology, Engineering, and Mathematics (STEM)	9
	4.6	Community Functions that Influence Design……	10
	4.7	Grade Configuration……	10
	4.8	School Size……	10
		-Minimum Building Square Footage Per Student……	10
		-Maximum Density……	11
	4.9	Ambient Qualities……	11
		4.9.1 Lighting……	11
		4.9.2 Color……	11
		4.9.3 Texture……	11
		4.9.4 Sound……	11
		4.9.5 Temperature……	11
		4.9.6 Security……	11
	4.10	Spatial Relationships ……	12
	4.11	Specific Characteristics……	12
		4.11.1 Classrooms……	12
		-Standard Classroom……	12
		-Kindergarten Classroom……	12
		-Art Classroom……	13
		-Music Classroom……	13
		-Computer Lab……	14
		-Special Education Classrooms……	14
		-Science Lab……	15
		4.11.2 Ancillary Facilities……	21
		-Library/Media Center……	21
		-Multipurpose Room……	21
		-Physical Education and Athletics……	22
		-Gymnasium……	22
		-Theater/Auditorium……	23
		4.11.3 Support Facilities……	23
		-Administration and Support……	23
		-Staff Support/Lounge……	24

-Speech……. 24
-Food Service…… 25
-Infrastructure……. 25
-Parent Centers…….. 25

5.0 APPENDIX……. 27
5.1 Selected Resources…….. 28
- Title 5 Standards for Development of Plans …… 28
- Facilities Planning Agencies and Regulations…… 35

ACRONYMS

CDE	California Department of Education
CHPS	Collaborative for High Performance Schools
DTSC	Department of Toxic Substances Control
DSA	Division of the State Architect
HVAC	Heating, Ventilation, and Air Conditioning
IDEA	Individuals with Disabilities Education Act
LCD	Liquid Crystal Display
LEED	Leadership in Energy and Environmental Design
MPR	Multipurpose Room
OPSC	Office of Public School Construction
PE	Physical Education
RSP	Resource Specialist Program
SAB	State Allocation Board
SDC	Special Day Class
SF	Square Feet
SH	Severe Handicap
TS	Teaching Station

1.0 INTRODUCTION

The Santa Ana Unified School District (District) has a rich history in Southern California. The District was formed in 1888 and has grown over the last 120 years to house over 54,000 students in 60 schools. As the District looks toward educational excellence in the 21st century, school design is essential to this vision. School design must allow for flexible learning environments and foster positive student interactions so students can be motivated to perform to their full potential.

The Educational Specifications is a document that outlines the essential design components of a school facility. In October 2008, the District created the Superintendent's Facility Improvement Advisory Committee (Committee) consisting of educators, administrators, and community members to determine the essential elements of school facilities needed to promote the educational programs and goals of the District. The Committee convened with the goal of creating an Educational Specification that serves as a guide to architects and ensures that future projects promote the educational objectives of the District.

The 2010 Education Specifications was updated by the District Administration in 2016 to include relevant programmatic changes that impact classroom design, such as instructional technology innovations and Science, Technology, Engineering, and Math ("STEM").

This document is intended to address school facility needs across the District and is applicable to new construction, modernization, expansion, and other improvements. The specifications are intended to help provide equality among the schools, which will serve as the basis of the District's educational program.

The District has developed an ambitious building program to meet the needs of aging facilities and overcrowding. While the design principles detailed in this document are a priority of the District, the Committee recognizes that sufficient student housing is the first priority, and the design elements will be adjusted as appropriate for each individual project based on the project's funding sources, cost, site size, and other constraints. The desired facility specifications should be considered guiding principles for the design professionals, and should not be considered facility mandates. The Educational Specifications should be regarded as a living document and should be updated on a regular basis, if needed, to address projected enrollment, construction costs, programs changes, and technological advances.

1.1 REQUIREMENTS

School districts that utilize State School Facility Program funding are required to submit Educational Specifications to the California Department of Education as a condition of Final Plan Approval of construction projects (Title 5, California Code of Regulations Section 14030[a]). The Educational Specifications shall define the following:

- Enrollment of the school and the grade level configuration
- Emphasis in curriculum content or teaching methodology that influences school design
- Type, number, size, function, and special characteristics of each space.
- Spatial relationships of the instructional area that are consistent with the educational program
- Community functions that may affect the school design

This page intentionally left blank.

2.0 DISTRICT'S GUIDING STATEMENTS

2.1 MISSION STATEMENT

The Santa Ana Unified School District is dedicated to a world-class education leading to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to succeed in their future careers and accomplish their goals in life. Our primary facilities goal is to assist school site teachers and teacher leaders in the delivery of high-quality learning environments that are supportive of student choice and result in each student being prepared for college and/or career pathway of their choosing. We aim to provide safe institutions that promote a variety of teaching styles and support students' personal and professional goals.

A high-quality learning environment must be one that is highly structured and generously flexible, allowing students to explore and discover, and operates with high standards that challenge students. The ideal environment is one where teachers and students learn together through the open exchange of ideas and information. This collaborative approach allows students to discover the necessary skills to become self-empowered learners. Our District is committed to fostering a supportive school climate that inspires creativity and growth.

We are dedicated to providing classrooms with superior standards. Learning best occurs when students are actively involved in diverse activities, have direct experiences with the physical world, and relate these experiences to what they are learning in school. These endeavors deepen students' knowledge and stimulate their curiosity and passion for learning. Our facilities and amenities encourage students to succeed through proper infrastructure and support spaces, including student production areas, teacher preparation zones, and classroom capacity for presentations. Our facilities accommodate the District's educational programs and nurture an environment with high levels of cooperation, teamwork, and collaboration.

This page intentionally left blank.

3.0 METHODOLOGY

The Superintendent's Facility Improvement Advisory Committee was formed in October 2010. The member composition was selected to achieve representation in the areas of educators, administrators, parents, and community members. The Committee collaborated regularly for a period of sixteen months to determine the essential design elements of schools needed to promote the educational programs and goals of the District. The committee analyzed other districts' specifications documents and visited existing school sites at the elementary, intermediate, and high school levels to discuss design elements and essential core facilities' needs. The Educational Specifications were developed from committee member input, educational program needs, staff recommendations, and California Department of Education requirements and recommendations. The Committee's efforts have culminated into this Educational Specifications document.

The 2010 Education Specification document was updated by the District Administration in 2016 to include relevant programmatic changes that impact classroom design, such as instructional technology innovations and Science, Technology, Engineering, and Math (STEM).

This page intentionally left blank.

The educational philosophy of the Santa Ana Unified School District centers on the Mission Statement. The Superintendent's Facility Improvement Advisory Committee was created for the purpose of identifying the instructional priorities of the District and determining the facility design that would support the educational objectives. The following educational specifications resulted from the Committee's collaboration.

The implementation of facility standards establishes desired conditions for specific school facilities, but does not ignore the flexibility needed to accommodate the specialized programs and unique site conditions of each campus. The following standards should be used to guide design professionals, and should not be considered facility mandates. The District recognizes that some facilities may fall below the indicated standards, and cost considerations, site size, or other circumstances may hinder improvements.

4.1 SITE SELECTION

All school sites shall ensure the safety of the District's students and provide accessibility and compatibility within the surrounding community. School sites should be located within the proposed attendance area to encourage student walking and promote neighborhood schools. Site selection should look for opportunities for joint use of parks, libraries, and other public services. Based on the Title 5 California Code of Regulations, all school sites should not be located within close proximity to high voltage powerlines, hazardous waste or pollutants, railroad tracks, freeways, earthquake faults, or within flooding zones. Site soil conditions should not be susceptible to liquefaction or landslides.

4.2 MAINTENANCE

Maintenance and operations considerations were major guiding principles considered during the development of the Educational Specifications. Easily maintained facilities will allow the District's resources to be focused on the educational programs. All District facilities shall be designed for longevity, ease of cleaning, and convenient repair to ensure safe, quality teaching environments for all students and staff.

4.3 ACCESS COMPLIANCE

Compliance with the American's with Disabilities Act is an essential design principle. All District facilities shall have handicap accessibility and allow people with disabilities to participate fully in school and community life.

4.4 SUSTAINABILITY

School districts are increasingly recognizing the benefits of green schools. Smart design of the District's new construction and modernization projects can not only create comfortable and ideal environments for learning, but will reduce utilities and operating costs for the District. Green schools cost less to operate, freeing up more resources to improve student education. Smart design that utilizes natural daylight improves learning, and clean air design reduces illness and sick days. The District will utilize innovative green design principles consistent with Collaborative for High Performance Schools (CHPS) and Leadership in Energy and Environmental Design (LEED) requirements, where feasible, to strengthen academic learning and give students a head start for a prosperous future. The District will look for opportunities to incorporate green elements and materials into the design of its school facilities, but must consider the upfront costs of green construction in conjunction with the operational savings to ensure a benefit to the District. Green building will be considered on a project by project basis for feasibility and constraints.

4.5 CURRICULUM CONTENT AND TEACHING METHODOLOGY THAT INFLUENCE DESIGN

Santa Ana Unified School District schools offer a comprehensive program of studies embracing the core curricular areas of language arts, social studies, mathematics, and science, as well as instruction in technology and science. The instructional focus of the District is for students to excel in the core content areas of curriculum, personal growth, and moral development in order to graduate high caliber citizens for the community. The District is committed to the 21st century school design models that promote communication, collaboration, and pursuit of creative intensity, but will support and encourage individual school innovations that provide for smaller learning environments where children can excel. Emphasis will be placed on critical thinking skills and curriculum standards in the core content areas. Teachers will be encouraged to deliver the curriculum through a variety of instructional methodologies and resources, including the use of technological devices.

4.5.1 Core Concepts

The District will include technology to improve academic achievement and enhance the core curriculum. Students will acquire benchmark skills, including data collection, ethical use of information, and Internet safety skills, and will ultimately be prepared for lifelong learning and success in our digital society. Technology is embedded through the curriculum and will be available for student use in the classroom, as well as in computer lab settings. All students will be required to meet District requirements for basic computer applications and have access to computer-assisted learning and research opportunities. Classroom infrastructure will be equipped to support one-to-one devices, student charging stations, and one teacher computer station, all which will have internet connections and a projector system. The projectors are intended to enhance student engagement and allow for visual learning strategies. Classrooms will be linked to a central communications system for the transmission of voice and data, and broadcast cabling will provide educational programming. In addition to the classroom features, each school will have wireless internet and at least one computer laboratory for instructional and student use, per the District's Education Technology Plan.

At the high school level, coursework will satisfy University of California and California State University requirements for college entrance, and the school facilities will need to accommodate the rigorous curriculum. The emphasis on core academic studies will be supplemented by career technical education (CTE) for students in grades 9 through 12. The District's high school campuses will provide occupational training and certifications in conjunction with the Regional Occupational Program and the High School Inc. Academies Program. Emphasis will also be placed on co-curricular and extra-curricular opportunities for students. High schools will feature strong programs in a variety of performing arts, visual arts, and athletics.

4.5.2 Technology Integrated Education

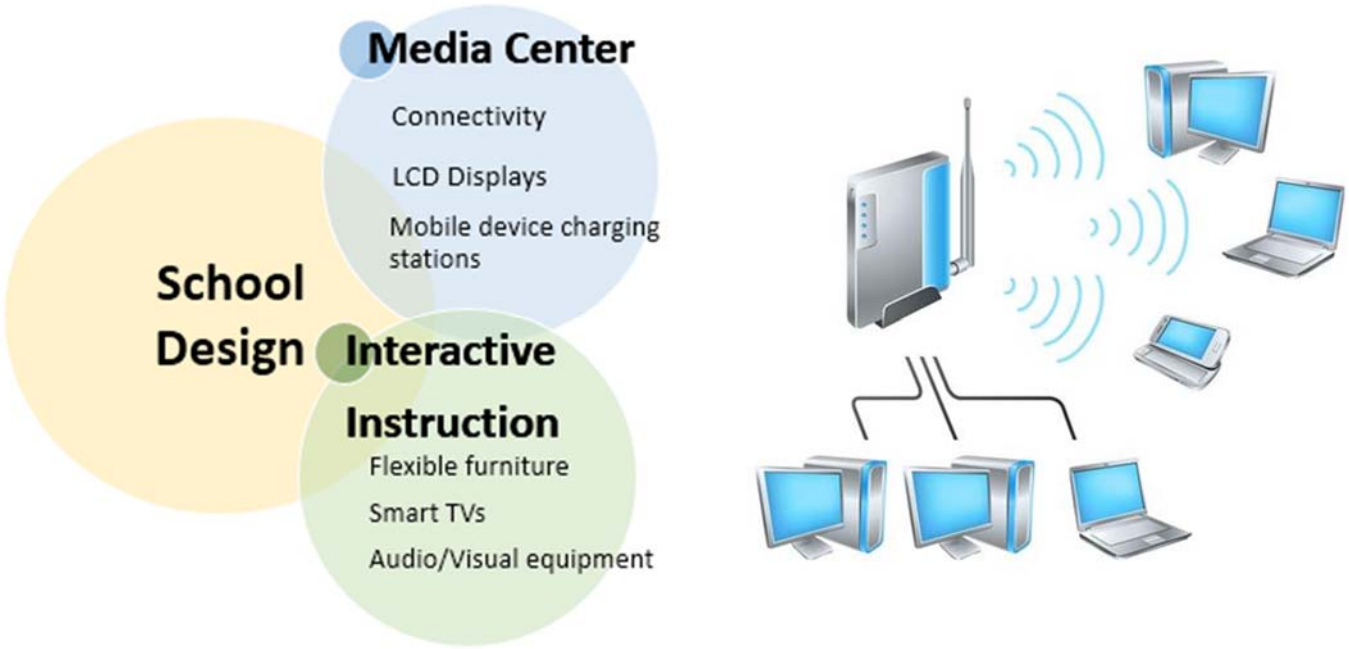
The District believes is not too early to reinforce the importance of technology and career readiness at the elementary and intermediate school level. Without this preparation, by high school, students often lack the academic foundation and confidence in technology and overlook the potential opportunities utilizing technology-related skills. In order to fulfill our mission, it is essential to start at the elementary level engaging students with hands-on, technology-based learning that will inspire students to pursue those opportunities.

The District has implemented a curriculum integrating Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way. Different learning theories and practices such as project-based learning, student-centered learning, and differentiated instruction are incorporated into our technology-integrated approach. Wi-Fi, computers, and appropriate bandwidth are highly prioritized in classroom settings to support these educational programs.

By the completion of their elementary school education, students will obtain fluency in computers and learn introductory level computer literacy. Their classes will be supported with problem solving and creative thinking skills. Students will be offered computer programming and technology courses as electives. These will include,

but are not limited to, Computer Literacy, Computer Programming, Digital Art, and Robotics. Our facilities reinforce these courses with necessary infrastructure and supplementary applications.

To keep up with today's rapidly evolving technology, the District is changing the way computers are provided to students. The traditional stand-alone computer lab, while still essential for certain specialty classes, is not the best option for students to receive optimal interaction with technology. For example, a typical elementary school has one computer lab shared by the teachers, while one-to-one devices provides all-day access to digital curriculum. Therefore, the District is shifting from stand-alone computer labs towards providing one-to-one devices for all students. These devices are also utilized at home for homework purposes, and in some cases serves as the family's only computer access. The District is in the process of securing these devices for all students for greater instructional delivery and accessibility. This District-wide transition of advancing to wireless devices and digital curriculum impacts current and future infrastructure and facilities' needs.



4.5.3 Science, Technology, Engineering, and Mathematics (STEM)

As the nation's economy base has shifted from industry to technology, the future will require a highly adaptable and technologically-competent workforce. It is critical that the student population is science and technology literate. An education with a focus in STEM will help students acquire scientific and critical thinking habits. With increasing global competition, a successful, educated person in the 21st century must keep a competitive edge in the STEM disciplines.

Individual and societal decisions increasingly require some understanding of STEM, from comprehending medical diagnoses to managing daily activities with a wide variety of computer-based application. While there has been a rise in the number of STEM learning programs in the United States, the state of STEM learning still requires leaps and bounds before it can reach adequacy. Research suggests that many students are currently not prepared for the demands of the present and future economy. As measured by the National Assessment of Educational Progress, roughly 75 percent of U.S. 8th graders are not proficient in mathematics when they complete 8th grade. Furthermore, there are significant gaps in achievement between the following student population groups: black/white, Hispanic/white, and high-poverty/low-poverty gaps. U.S. students also lag behind the highest

performing nations on international assessments. For example, only 10 percent of U.S. 8th graders met the Trends in International Mathematics and Science Study advanced international benchmark in science, compared with 32 percent in Singapore and 25 percent in China.

Our school district incorporates mobile furniture and flexible learning spaces to support the rigorous STEM curriculum. Students are able to participate in group sessions or individual work for their project-based learning, using flexible fixtures to enhance their learning experience. This provides an opportunity for an enriching student experience in the classroom. Teachers can also maneuver the furniture, including desks, tables, and chairs, to support a student-oriented curriculum; they can adjust the classroom setting to the appropriate corresponding syllabus. Mobile teacher stations, for instance, can provide the accessibility and ease to facilitate multiple student group sessions. Teachers as well as students can customize the space to their educational experience.

4.6 COMMUNITY FUNCTIONS THAT INFLUENCE DESIGN

The District is committed to fostering a partnership with the community and making schools an integral part of the community. The District recognizes that schools are centers of their respective communities, and supports facilities that allow access to and use by community groups. Community groups may be granted use of facilities such as the libraries, fields, and performing arts areas after school hours. Campus design should maximize community use, as feasible, while ensuring safety and security for students and staff.

At the high school level, the District is committed to alternative education and other community-based efforts, and supports campus design that accommodates alternative education and the Regional Occupational Program. High school design should consider the needs of adult students entering the campus, while preserving the safety and security of full-time students and staff.

4.7 GRADE CONFIGURATION

Elementary School	K-5
Intermediate School	6-8
High School	9-12

4.8 SCHOOL SIZE

The following square footages and densities represent the District's and the California Department of Education's (CDE) recommended standards for educational spaces. The District is committed to these standards, but acknowledges that certain circumstances, such as rapid enrollment growth or site size, may prevent standards from being met.

Minimum Building Square Footage Per Student	
School Type	Square Feet Per Student
Elementary School	59
Intermediate School	80
High School	92

CDE recommendation.

Maximum Density

School Type	# of Students per Acre
Elementary School	150
Intermediate School	150
High School	185

CDE recommendation. Multi-story facilities are added to the net usable acreage of the site.

4.9 AMBIENT QUALITIES

Ambient qualities describe the school environment, including lighting, color, texture, sound, temperature, and security. The District's goal is to provide instructional environments that feel safe and comfortable, and are conducive to learning, creativity, and student interaction.

4.9.1 Lighting

- Light design shall provide adequate and comfortable illumination
- Light fixtures do not produce glare, excessive heat, or block line of sight
- Use of windows to maximize natural daylight but do not cause glare
- Light is evenly distributed throughout the instructional space
- Light fixtures are controlled by manual light switches, motion sensors, and energy management systems

4.9.2 Color

- Natural tones emphasized
- Spaces will inspire students
- Will address students with strong spatial intelligence

4.9.3 Texture

- Natural
- Smooth at the lower levels
- Easy to clean

4.9.4 Sound

- Reduction for sound with absorptive wall material and double-pane windows
- Acoustic design is conducive to instruction

4.9.5 Temperature

- HVAC system with temperature control mechanism
- Adequate ventilation and circulation

4.9.6 Security

- Use of site fencing to create a secure and closed campus
- Sites have a single main entrance with a mandatory visitor check-in
- Classrooms equipped with wall-mounted telephone with outside 911 emergency access
- Campus equipped with public address system
- Additional security measures, such as security cameras, as needed

4.10 SPATIAL RELATIONSHIPS

Classrooms shall be located in close proximity to core facilities and restrooms, and be grouped by grade level. To the extent possible, classrooms shall be located away from off-site noise, such as traffic, and on-site noise, such as music rooms. Spaces and furniture arrangement shall be flexible and allow for group instruction and breakout areas for individual instruction, and for a variety of teaching methodologies.

- Glass partitions
- Moveable walls
- Pass throughs

4.11 SPECIFIC CHARACTERISTICS

The following building characteristics are listed by room or building type and are intended to apply to all grade levels. Any additional facility specifications needed for higher education programs are listed as a subsection.

4.11.1 Classrooms

STANDARD CLASSROOM (see below diagrams for classroom layouts)

Standard classrooms will provide a comfortable learning environment for instruction in the core curriculum content areas. Technology and data connections will be incorporated into the classroom design to complement curriculum.

- 960 square feet
- All walls tackable for maximum display space or whiteboard space (floor to ceiling)
- Adequate quantity and placing of electrical outlets on all walls
- Two 12-foot tack boards on adjacent walls at intermediate and high school level
- 6'W X 7'H storage cabinet
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas
- Sufficient computer data drops for student and teacher computers and in-classroom technology such as charging stations
- Mounted LCD projector/projector screen or two 70" Smart TVs and speakers

Elementary School Standard Classroom

- Teaching wall with sliding white board and secured storage spaces
- Sink with drinking fountain
- Sufficient quantity of ground-level classrooms to accommodate the K-2 enrollment

KINDERGARTEN CLASSROOM

Kindergarten classrooms will provide a learning environment for the instruction of basic skills. Design should be flexible and allow for both large and small group instruction. Kindergarten classrooms should be located on the first floor adjacent to the kindergarten play area and in close proximity to parent drop-off and bus loading areas.

- 1,350 square feet
- Separated from other grade levels by location and/or fencing

- All walls tackable for maximum display space or whiteboard surface
- Adequate quantity and placing of electrical outlets on all walls and charging stations
- Teaching wall with sliding white board and secured storage spaces
- Toddler-height sink with drinking fountain
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access points
- Mounted LCD projector/projector screen or two 70" Smart TVs, and speakers
- In-room girls and boys restroom, or adjacent restroom, with toddler-height amenities
- Outdoor play equipment storage

ART CLASSROOM

Art classrooms will provide instructional space for the visual arts program. Rooms should have sufficient size and arrangement to allow for movement around easels and work tables. The location of art classrooms should be on the ground floor for easy transportation of heavy supplies and projects. Technology and data connections will be incorporated into the classroom design to complement curriculum.

- Two wall-mounted tackboards or two wall-mounted white boards on adjacent walls
- Adequate quantity and placing of electrical outlets on all walls
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access points
- LCD projector/projector screen or two 70" Smart TVs and speakers
- Resilient flooring
- Counters with sinks at perimeter walls
- Storage units for student projects, including flat files
- Adequate space for projects to dry

MUSIC CLASSROOM

Music classrooms will provide instructional space for the musical arts program. Rooms should have sufficient size and height to allow for movement of students and equipment, and shall be designed for acoustical quality. Music classrooms should be located within convenient proximity to the auditorium, and should be located away from classrooms and libraries, as feasible.

- Sufficient and secure storage for instruments and equipment
- Soundproof with acoustic, tackable wall surfaces
- Adequate quantity and placing of electrical outlets on all walls
- Sink with drinking fountain
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access points
- Two wall-mounted white boards, 1 with staff lines
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas

High School Music

- Individual practice rooms
- Sound recording studio

COMPUTER LAB

Computer labs will supplement the computer-assisted instruction within the core curriculum classrooms, and will provide opportunities for pull-out programs and student research. Computer labs should be located on the ground floor for easy transportation of equipment, and the computer station configuration should allow for maximum supervision from the teacher workstation. Classroom lighting should minimize screen glare and eye strain.

- Data drops for 40 computer stations, or a sufficient quantity to meet the program needs
- Adequate quantity and placing of electrical outlets on all walls
- Ceiling-mounted LCD projector, wall-mounted projector screen, and ceiling-mounted speakers
- Proper ventilation
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance
- Room provides security of the technology equipment

High School Computer Lab

- Data drops for 50 computer stations, or a sufficient quantity to meet the program needs

SPECIAL EDUCATION CLASSROOMS

Special education classrooms will provide for instruction space for core curriculum and basic skills, and will have flexibility for both large group and individual instruction. Special education classrooms will be distributed throughout campus with age-appropriate regular-education classrooms, but may be clustered if support services are needed to serve the students throughout the day (bathroom assistance, feeding, occupational therapy). Technology and data connections will be incorporated into the classroom design to complement curriculum.

Special Day Classroom (SDC):

- 960 square feet
- Two wall-mounted tackboards or two wall-mounted white boards on adjacent walls
- Adequate quantity and placing of electrical outlets on all walls
- Teaching wall with sliding white board and secured storage spaces
- Sink with drinking fountain
- Doorway connection to adjacent classroom
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access points and charging stations
- LCD projector/projector screen or two 70" Smart TVs and speakers
- Located on the first floor

Severe Handicap Classroom (SH):

- 1,060 square feet minimum
- Located on the first floor to ensure handicap accessibility during emergency events when the elevator is inoperable
- Two wall-mounted tackboards or two wall-mounted white boards on adjacent walls

- Lockable storage units
- Adequate quantity and placing of electrical outlets on all walls
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access point and charging stations
- LCD projector/projector screen or two 70" Smart TVs and speakers
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas
- Bathroom with handicap-accessible toilet lift, sink with hot/cold water, changing table, and storage cabinets
- Shower room with hand held nozzle, one per site

High School Severe Handicap Classroom

- Kitchenette area with counters, sink with hot and cold water, cabinets above and below, refrigerator, oven, and microwave

Resource Specialist Program (RSP):

- 240 square feet
- Two wall-mounted tackboards or two wall-mounted white boards on adjacent walls
- Lockable storage units
- Adequate quantity and placing of electrical outlets on all walls and wireless access points and charging stations
- Two computer data drops for the instructor
- Sufficient student computer data drops to suit the needs of the educational program
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance

SCIENCE LAB (Intermediate and High Schools)

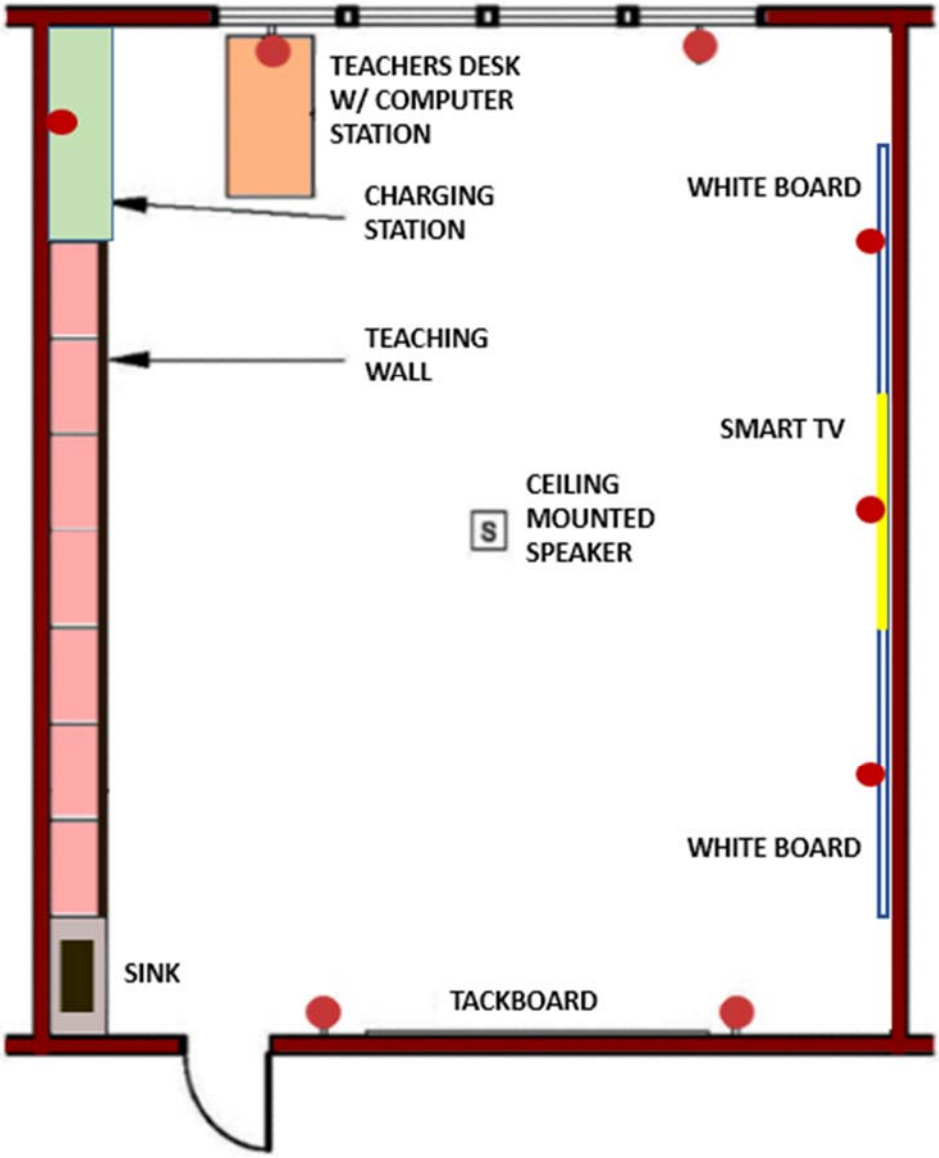
Science laboratories will provide an educational environment for the instruction of biology, chemistry, and physics. Students can participate in experiments, analyze data, and make scientific conclusions. Laboratories should be located on the ground floor for easy transportation of heavy supplies and projects. Technology and data connections will be incorporated into the classroom design to complement curriculum.

- 1,300 square feet
- 40 student capacity - 10 lab stations with 4 students each
- Teaching wall with sliding white board and secured storage spaces
- Instructor lab station with gas, hot and cold water, electricity, compressed air, and overhead mirror
- Chemical-resistant surface lab tables
- Adequate quantity and placing of electrical outlets on all walls
- Resilient flooring
- Counters with sinks at perimeter walls
- Sufficient computer data drops for student and teacher computers and in-classroom technology and wireless access points and charging stations
- LCD projector/projector screen or two 70" Smart TVs and speakers
- Consistent with the requirements for proper hazardous material management

High School Science Lab

- Lab stations with utilities appropriate to the subject matter, which may include data, electricity, hot and cold water, gas, and/or compressed air
- Emergency gas shutoff at the instructor's lab station
- Eye wash station and deluge shower
- Exhaust fume hood for chemistry labs

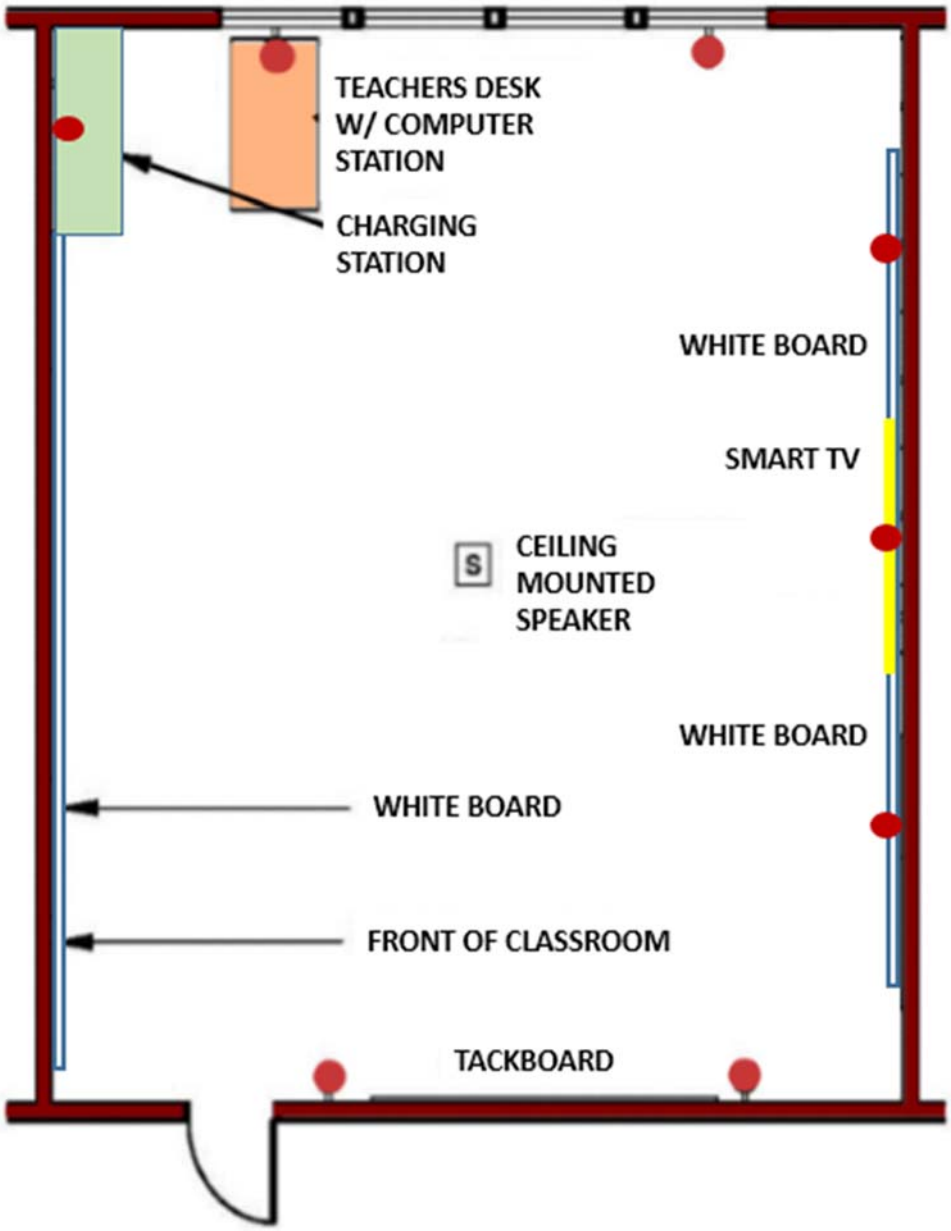
Classroom Layout: Elementary School Level



KEY

Power Outlet

Classroom Layout: Intermediate/High School Level



KEY
Power Outlet

STEM Classroom Layout

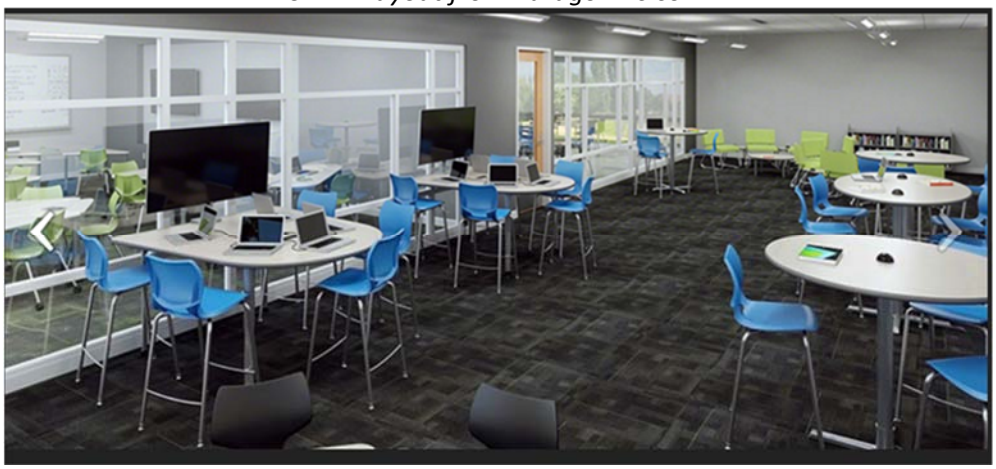
KEY

Floor and wall power outlets

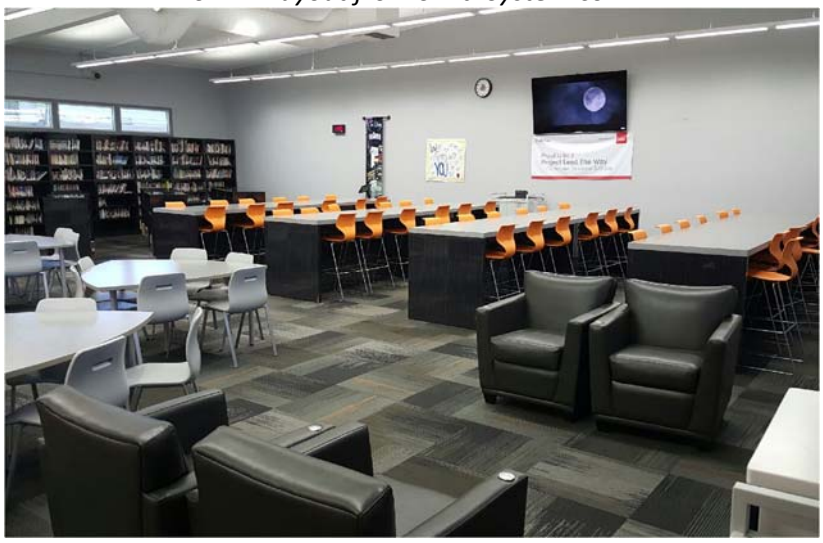
Mounted speakers

Samples of STEM Classroom Layout

STEM Layout from Paragoninc.com



STEM Layout from SmithSystem.com



Carr Intermediate School, Santa Ana

4.11.2 Ancillary Facilities

LIBRARY/MEDIA CENTER

The library will serve as a quiet space for students to study and read between classes, and for small groups of students to work on group assignments. Large work tables will allow students to spread out their books and papers, and to be fully engaged in their studying. The library will also house the school's collection of books and will serve as the school's research center. The library should be proportional to the maximum planned school enrollment, and may be combined with the media center and/or multipurpose room, if needed, through the use of mobile furniture. Arrangement of the checkout counter/librarian desk should be positioned to maximize visual supervision of the study areas and stack space.

- Sufficient shelving for electronic and print media
- Tackable wall surfaces for maximum display space
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and wet areas
- Adequate quantity and placing of electrical outlets on all walls and charging stations
- Checkout counter/Librarian work station with computer and Xerox machine
- Drinking fountain
- Textbook storage room
- Equipment storage room
- Quiet rooms
- Provides security for technology and media equipment
- Video conferencing equipment
- Ceiling-mounted LCD projector, retractable projector screen, LCD TVs, and ceiling-mounted speakers
- Cabling infrastructure for future multi-media applications

High School Library/Media Center

- Computer stations or adjacent computer lab

MULTIPURPOSE ROOM (Elementary and Intermediate Schools)

The multipurpose room will serve as a space for various activities, including physical education, assemblies, extracurricular activities, and student lunch during inclement weather, and should be designed with the flexibility to accommodate such uses. Typically, the multipurpose room will be used for large group activities and should be of sufficient size to accommodate the maximum planned enrollment of the school. The design should include a stage to allow for school performances, and a projector system for presentations and instructional purposes. The location of the multipurpose room should provide convenient public access and parking, and should consider the security of the campus. The multipurpose room may be combined with the media center and/or library, if needed, through the use of mobile furniture.

- Room darkening capability for performances and projector use
- Ceiling-mounted LCD projector, retractable projector screen, and ceiling-mounted speakers
- Stage with sound and lighting system, curtain, and projection screen
- Wheel chair lift to stage
- Stage storage room
- Chair and table storage to match room capacity

- Resilient flooring, or an alternative athletic flooring material that can be easily cleaned and maintained
- Adequate quantity and placing of electrical outlets on all walls
- All walls tackable for maximum display space
- Infrastructure for video conference capability

PHYSICAL EDUCATION (PE) AND ATHLETICS

The District considers physical education an essential part of the school curriculum that will produce healthy and confident students who will develop into high caliber citizens for the community. Physical education spaces should be of sufficient size and quantity to accommodate course requirements for the school enrollment. A variety of physical education amenities should be included in the campus design in order to provide a comprehensive physical education program, and should include hardcourts, turf fields, and indoor spaces. The school's multipurpose room or gymnasium may serve as the indoor space for physical education activities. The layout of the physical education spaces should allow for optimum supervision and should not be obstructed by buildings that impair surveillance.

- Outdoor basketball courts; quantity proportional to the school enrollment
- Play field(s) to accommodate baseball and soccer; quantity and size proportional to the school enrollment

Intermediate School Physical Education

- Locker rooms, including restrooms and drinking fountain, that are of sufficient size to allow students to dress each period

High School Physical Education and Athletics

- Locker rooms with restrooms, drinking fountain, and coaches offices; sufficient size to allow students to dress each period
- Separate locker rooms with restrooms, drinking fountain, showers, and coaches offices for the athletics program
- Restrooms available for the public in facilities intended for shared community use other than in locker room areas
- Baseball, softball, and soccer fields for the various competitive levels (i.e. JV, Varsity)
- Football field and track
- Weight room in close proximity to the gymnasium
- Cardio lab with treadmills, stationary bikes and ellipticals
- Aerobics room in close proximity to the gymnasium, or aerobics classes may be held in the stage area of the auditorium
- Pool

GYMNASIUM (High Schools)

The gymnasium (gym) will serve as a space for various activities, including physical education, assemblies, pep rallies, athletic competitions, extracurricular activities, and student lunch during inclement weather, and should be designed with the flexibility to accommodate such uses. Typically, the gym will be used for large group activities and should be of sufficient size to accommodate the maximum planned enrollment of the school. The design should include a sound system and score board to make the space functional for assemblies and athletic competitions. The location of the gym should provide convenient public access and parking, and should consider the security of the campus.

- Sound system with ceiling-mounted speakers
- Wall-mounted scoreboard with operation controls
- Athletic storage room
- Chair and table storage to match room capacity
- Adequate quantity and placing of electrical outlets on all walls
- Athletic flooring material that can be easily cleaned and maintained
- Retractable bleachers on at least one side of the gym
- Retractable basketball hoops
- Consider weight room and aerobic room to be located within or in close proximity to the gymnasium building
- Display cabinets to display student and school awards and trophies
- Infrastructure for video conference capability

THEATER/AUDITORIUM (High Schools)

The theater will serve as a space for various activities, including performances, assemblies, and community meetings. The theater will provide essential practice and performance space for the performing arts program, and should contain adequate seating capacity that reflects the needs of the program. The location of the theater should provide convenient public access and parking, and should consider the security of the campus.

- Seating is ramped for visibility
- Room darkening capability
- Adjustable lighting and sound systems
- Stage with curtain
- Stage area can double as dance or aerobics room
- Doors that open and shut quietly and provide sound-proofing
- Sound/operation booth with independent exterior access
- Walls provide sound-proofing and acoustical quality
- Adequate stage size and electrical service to accommodate necessary and innovative stage lighting and set design
- Ceiling-mounted LCD projector, wall-mounted projector screen, and ceiling-mounted speakers
- Stage flooring: hardwood or similar flooring
- Theater flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance
- Wheel chair lift to stage
- Stage storage room

4.11.3 Support Facilities

ADMINISTRATION AND SUPPORT

The administration office will serve as the main entrance for the school and must provide a welcoming first impression to students and visitors. The administration entrance will also serve a campus security function and will have a mandatory check-in counter for visitors. The building design should allow for the efficient conduct of the administrative functions.

- Sufficient square footage and office spaces to accommodate the number of staff needed for the maximum enrollment
- Lobby area with seating for 6-12 and counter tops at age-appropriate height and wheelchair level
- Reception counter with 2 work stations
- Conference room with video conference capability
- Adequate quantity and placing of electrical outlets on all walls
- Health office with restroom, sink, cot, secure medicine cabinet, lockable mini refrigerator, and a window with visibility to the lobby
- Psychologist/Counseling office that allows for confidentiality; can be shared with other support programs such as speech and occupational therapy
- Phone and data drop at each office and work station
- Supply storage room
- Secure records storage room with fire-proof and lockable files
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas

<u>High School Guidance</u>

- Higher Education/Career Resource Center with sufficient computer data drops and projector system

<u>STAFF SUPPORT/LOUNGE</u>

Staff support areas will provide space for necessary staff operations, including document reproduction and internal mail circulation. The staff support area will also provide a staff lounge where staff can take their breaks in a comfortable and stress-free environment.

- Square footage proportionate to the student enrollment
- Staff lounge with lunch dining area and kitchen alcove with sink, microwave, and refrigerator
- Work room area with built-in counters with storage above and below, staff mail boxes, copier, and other supplies
- Staff restroom(s)
- Adequate quantity and placing of electrical outlets on all walls
- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance and sink/wet areas; resilient flooring in the kitchen area

<u>SPEECH</u>

Speech rooms will provide a comfortable learning environment for instruction in language and speech modification. Speech rooms should be located in close proximity to classrooms for pull-out programs and should have flexible space and furniture arrangement that allows for small group and individual instruction.

- 200 square feet
- Phone and computer drop at the teacher's work station
- Sufficient student computer data drops to suit the needs of the educational program
- Wall-mounted white board
- Space can be shared with other support programs such as occupational therapy
- Adequate quantity and placing of electrical outlets on all walls

- Flooring: carpet with vinyl cushion backing and pre-applied adhesive, walk-off mat at door entrance

FOOD SERVICE

Food service areas will provide the necessary space for the District's nutritional program that will nourish the students and promote healthy bodies and minds.

- Location allows for efficient delivery truck access
- Area for the cafeteria line is designed for the flow of traffic for each lunch period
- Computer terminals at serving windows and mobile food carts
- Sufficient computer data drops to suit the needs of the food service program
- Adequate space for refrigeration and preparation of foods to accommodate maximum number of students planned for the school
- Adequate quantity and placing of electrical outlets on all walls
- Secure storage room
- Resilient flooring
- Lunch shelter near cafeteria with mesh vinyl-coated metal lunch tables
- Complies with local health department requirements

INFRASTRUCTURE

In addition to the main buildings, the school campus needs the following amenities to ensure the efficient operation of the school.

- Staff and student restrooms
- Custodial supply storage room
- Covered circulation walkways
- Staff and visitor parking proportional to the school enrollment
- Bus drop-off and parent drop-off
- All facilities comply with the American's with Disabilities Act
- Externally mounted wireless antennae sufficient to cover campus grounds

PARENT CENTERS

Parent participation is an important element in the District's educational philosophy and is consistent with the District's goals and objectives. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. This is especially true for predominantly minority and/or lower income communities. The District's Local Control and Accountability Plan (LCAP) places parents' participation in high priority and aims to engage the community in the students' learning experiences. Facilities are available for parents, staff, and faculty to hold appropriate school meetings and/or parent educational programs after school hours.

This page intentionally left blank.

5.0 APPENDIX

Title 5 Standards for Development of Plans

Facilities Planning Agencies

Facilities Regulations and Codes

Title 5, California Code of Regulations

Section 14030 - Standards for Development of Plans for the Design and Construction of School Facilities

The following standards for new schools are for the use of all school districts for the purposes of educational appropriateness and promotion of school safety:

a. **Educational Specifications.** Prior to submitting preliminary plans for the design and construction of school facilities, and as a condition of final plan approval by CDE, school board-approved educational specifications for school design shall be prepared and submitted to the California Department of Education based on the school district's goals, objectives, policies and community input that determine the educational program and define the following:

1. Enrollment of the school and the grade level configuration.
2. Emphasis in curriculum content or teaching methodology that influences school design.
3. Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the educational program.
4. Community functions that may affect the school design.

b. **Site Layout.** Parent drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely unless these features are unavailable due to limited acreage in urban areas or restrictive locations, specifically:

1. Buses do not pass through parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
2. Parent drop off area is adjacent to school entrance and separate from bus area and parking.
3. Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
4. Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
5. To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.

c. **Playground and Field Areas.** Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, specifically:

1. A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the district's adopted course of study (including hardcourt, field area and indoor spaces).
2. The physical education teaching stations are adequate for the planned student enrollment to complete the minimum instruction and course work defined in *Education Code* sections 51210(g), 51220(d) and 51225.3(a)(1)(F).
3. Supervision of playfields is not obstructed by buildings or objects that impair observation.
4. Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.

d. **Delivery and Utility Areas.** Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff:

1. Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
2. Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

e. **Future Expansion.** Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:
   1. Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
   2. Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
   3. Exits, corridors, stairs, and elevators are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.

f. **Placement of Buildings.** Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs:
   1. Building placement is compatible with other functions on campus; e.g., band room is not next to library.
   2. Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
   3. Building placement has favorable orientation to wind, sun, rain, and natural light.
   4. Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
   5. Parking spaces are sufficient for staff, visitors, and students (where applicable).
   6. The campus is secured by fencing and electronic devises such as code entries, electronic monitoring or motion sensors when needed.

g. **Classrooms.** Classrooms at new school sites shall have adequate space to perform the curriculum functions for the planned enrollment as described in the school district's facility master plan, specifically:
   1. Classroom size standards:
      A. General classrooms, grades one through twelve are not less than 960 square feet. Classrooms proposed of less than 960 square feet require written justification to be submitted to and approved by the State Superintendent of Public Instruction. Adjacent instructional space shall be included in the calculation of square feet for purposes of approving classroom design.
      B. Proposed classrooms of less than 960 square feet have written justification consistent with the educational program and curriculum indicating that the district's education program can be delivered in the proposed size classrooms.
   2. Total classroom space meets or exceeds the capacity planned for the school using the district's classroom loading standards in accordance with State Allocation Board policy.
   3. Consideration is given to some classrooms which are easily alterable in size and shape at a reasonable cost.
   4. Conduit/cabling and outlets are available for technology in each classroom to provide network and stand alone equipment related to the planned and future potential educational functions.

h. **Specialized Classrooms and Areas.** Specialized classrooms shall be designed to reflect the function planned for that portion of the educational program. If any of the following classrooms are needed, these standards apply:

1. Small-Group Areas.
    A. Small-group instruction areas are not included in the computation of classroom size unless the area is an integral part of the classroom and can be visibly supervised by a teacher form the classroom.
    B. Small-group instruction areas are designed to allow for collaborative learning opportunities where appropriate to support the regular education program and are located in the vicinity of classrooms.
2. Kindergarten Classrooms.
    A. Kindergarten classroom size for permanent structures is not less than 1350 square feet, including restrooms, storage, teacher preparation, wet and dry areas.
    B. Kindergarten classrooms are designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom.
    C. Play yard design provides a variety of activities for development of large motor skills.
    D. Classrooms are located close to parent drop-off and bus loading areas.
    E. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials.
    F. Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
    G. Restrooms are self-contained within the classroom or within the kindergarten complex.
3. Special Education Classrooms and Areas.
    A. A new school designates at least 240 square feet for the resource specialist program and provides additional space in accordance with the allocations in *Education Code* Section 17747(a) as larger enrollments are being planned.
    B. A new school designates at least 200 square feet for the speech and language program which is close to classrooms when an individualized instruction program is necessary.
    C. A new school designates office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.
    D. Special day classrooms are at least the same size as regular education classrooms at that site and are properly equipped for the students who will occupy the space, for their age and type of disabling condition.
    E. The square footage allowance in *Education Code* Section 17747(a) for special day class programs is used for the design of classroom space and other space on the campus to support the special education program. The support space includes but is not limited to speech specialist area, psychologist, counseling offices and conference area.
    F. Special day classrooms are distributed throughout the campus with age appropriate regular education classrooms.
    G. A cluster of two special day classrooms may be considered if support or auxiliary services (e.g., bathrooming, feeding, physical or occupational therapy) are needed to serve the students throughout the school day.

H. A conference area is available to conduct annual individualized education program meetings for each special education student.

I. Medical therapy units, if planned for the site, are close to visitor parking areas and accessible after school hours.

i. **Laboratories shall be designed in accordance with the planned curriculum.**

1. Science laboratory:

A. Size is at least 1300 square feet including storage and teacher preparation area.

B. Science laboratory design is consistent with the requirements for proper hazardous materials management specified in both the "Science Facilities Design for California Public Schools," published by the California Department of Education, 1993, and the "Science Safety Handbook for California Public Schools," published by the California State Department of Education, 1999.

C. Accommodations are made for necessary safety equipment and storage of supplies; e.g., fire extinguisher, first aid kit, master disconnect valve for gas.

D. Secured storage areas are provided for volatile, flammable, and corrosive chemicals and cleaning agents.

E. Properly designated areas are provided with appropriate ventilation for hazardous materials that emit noxious fumes, including a high volume purge system in the event of accidental release of toxic substances which may become airborne.

F. Exhaust fume hoods, eye washes, deluge showers are provided.

G. Floor and ceiling ventilation is provided in areas where chemicals are stored.

H. Room is provided for movement of students around fixed-learning stations.

I. There is the capability for technology which complements the curriculum.

J. Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.

2. Consumer Home Economics laboratory:

A. There is room for movement of students around fixed learning stations.

B. Cooking equipment reflects current home food preparation practices and/or commercial food preparation simulation.

C. There is the capability for technology which complements portions of the curriculum, such as fashion design, consumer economics, and nutritional analysis of foods.

D. There is space for industrial or home sewing equipment consistent with the planned curriculum.

E. There is storage for student projects and supplies.

F. Space for work tables is provided for such activities as cutting fabric or completing interior design projects.

G. Lecture area is provided.

H. At least 1300 square feet is allocated for each laboratory.

I. If part of the planned program, space for a child care area or for laboratory to teach child growth and development is provided.

3. Industrial and Technology/Education Laboratory:

A. Room is provided for movement of students around fixed learning stations.

B. Flexible stations with sufficient outlets and power source for industrial type equipment is provided.

C. Space is provided for various simulations of job-related experiences and laboratory work stations.

D. There is capability to utilize technology which complements the curriculum, such as computer-aided graphics, electronics and specialized tools.

E. There is lecture area within each laboratory or near the laboratory area where appropriate.

F. There are accommodations for necessary health and safety equipment, such as fire extinguisher and first aid kit.

G. Secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents are provided where appropriate.

H. There are properly designated areas with appropriate ventilation for the use of hazardous material that emit noxious fumes or excessive dust particles.

I. Proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials.

4. Computer Instructional Support Area:

   A. If a standard classroom is being designated as a computer laboratory, size is at least 960 square feet.

   B. Room is provided for movement of students around learning stations.

   C. Sufficient outlets, power sources, and network links for the amount of equipment are provided.

   D. Proper ventilation is provided.

   E. Room provides for security of equipment.

   F. Lighting minimizes screen glare and eye strain.

5. Art Studios:

   A. Sufficient square feet per student should be allotted for movement and work around easels and project tables.

   B. Location on the ground floor should be considered for easy movement of heavy supplies and projects.

   C. Appropriate display space should be provided.

   D. Adequate electrical outlets should be provided.

   E. Adequate ventilation for dust and fumes should be provided.

   F. Room should be able to be darkened for projectable imagery.

   G. Sinks should be provided with traps for grease and clay.

   H. Floor and all surfaces should be easily cleanable.

   I. Sufficient and secure storage for supplies and projects should be provided.

   J. Devices and spaces should be provided for drying projects.

   K. Kiln should be located in a safe, properly wired and ventilated area.

6. Music Rooms:

A. Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements, and acoustical quality.
B. Running water should be provided for instrument maintenance and clean up.
C. Rooms should be acoustically isolated from the rest of the school.
D. Sufficient, secure storage space should be provided for instruments, equipment, and instructional materials.
E. Music rooms should have convenient access to auditorium.
F. Small ensemble rehearsal rooms of 350 square feet should be considered.
G. Several practice rooms of at least 50 square feet should be considered.

7. Dance Studios:
   A. Dance studios should be free from distractions and uninvited spectators.
   B. Dance studios should be convenient to school auditorium.
   C. Adequate temperature and ventilation should be provided.
   D. Sprung wooden floors should be considered.
   E. Dance studio should have mirrors, ballet bars, and electrical outlets.
   F. Storage area and locker rooms should be provided.
   G. A minimum of 2000 square feet (or 3,500 square feet if performance space is needed) should be considered.
8. Theater/Auditorium:
   A. General design should have adequate seating capacity reflecting the needs of the instructional program.
   B. Seating portion should be ramped for comfortable sight lines.
   C. Doors should be able to open and shut quietly.
   D. Adequate space and electrical service should be provided to accommodate necessary and innovative stage lighting and set design.
   E. Adequate space should be allowed between front row seats and stage to accommodate an orchestra area.
   F. Location should provide convenient public access and parking while considering the security of the rest of the school campus.

j. **Gymnasium, Shower/Locker shall be designed to accommodate multiple use activities in accordance with the planned enrollment:**
   1. The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes.
   2. The shower/locker area is of sufficient size to allow students enrolled in the physical education program to shower and dress each period.
   3. Toilets are available for the public in facilities intended for shared community use other than in shower/locker areas.
   4. Office space is provided for physical education teachers.
   5. Space is available for specialized age-appropriate physical education activities such as weight lifting, exercise equipment usage, aerobics.

k. **Auxiliary Areas.**

1. Multipurpose/cafeteria area (indoor or outdoor) shall be adequately sized and flexibly designed to protect students from the elements and to allow all students adequate eating time during each lunch period and to accommodate such uses as physical education activities, assemblies, and extracurricular activities:
    A. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
    B. The location is easily accessible for student and community use, but is close to street for delivery truck access.
    C. Stage/platform may have a dividing wall to be used for instructional purposes but is not intended as a classroom.
    D. Area for the cafeteria line is designed for the flow of traffic for each lunch period.
    E. Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only.
    F. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school.
    G. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements.
    H. Ceiling height allows for clearance of light fixtures for physical education activities.
2. Administrative Office. The administrative office shall have sufficient square footage to accommodate the number of staff for the maximum enrollment school district and shall be designed to efficiently conduct the administrative functions, specifically:
    A. Students have direct confidential access to pupil personnel area.
    B. Counter tops are accessible for an age-appropriate population both at a standing and wheelchair level.
    C. Clerical staff have a clear view of nurse's office.
    D. The nurse's office has a bathroom separate from staff bathroom(s)in administration area.
    E. Space for private conference and waiting area is available.
    F. Capability for such computer networking functions as attendance accounting and communicating to each classroom is considered.
    G. A faculty workroom is available for a staff size proportionate to the student population.
3. Library/Media Center and Technology. Library space shall be proportional to the maximum planned school enrollment. The size shall be no less than 960 square feet. However, to allow adaptation for changing technology and communication systems, the following is recommended:
-two square feet per unit of ada for middle or junior high (grades 6-8);
-four square feet per unit of ada for high school. In addition:
    A. Provide security for technology and media equipment.
    B. Space and capability for computer terminals is considered for student use, research and report writing.
    C. Visual supervision from circulation desk is available to study areas, stack space, and student work centers.
    D. Design for open and closed-circuit television, dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas is considered.

l. **Lighting.** Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space, specifically:

1. Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
2. Lights do not produce glare or block the line of sight.
3. Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
4. Fixtures provide an even light distribution throughout the learning area.
5. Light design follows the *California Electrical Code* found in Part 3 of Title 24 of the *California Code of Regulations*.

m. **Acoustical.** Hearing conditions shall complement the educational function by good sound control in school buildings, specifically:
   1. The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
   2. Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
   3. The ventilation system does not transmit an inordinate sound level to the instructional program.

n. **Plumbing.** Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.
   1. Refer to Part 5, Title 24, of the *California Code of Regulations*.
   2. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.

o. **Year-Round Education.** If a school is being planned for multitrack year-round operation, additional space shall be provided for associated needs:
   1. Additional space is available for storage of records for staff for all tracks. Additional storage space for the supplies and projects of off-track students is considered.
   2. Storage and planning space is available for off-track teachers or teachers not assigned to a classroom.

p. **American Disabilities Act.** Schools shall comply with standards established by the American Disabilities Act (Public Law 101-336, Title II).

q. **Child Care Programs.** Schools shall comply with the requirements set forth in *Education Code* Section 39113.5 regarding plans and specifications for new schools being designed to provide appropriate space to accommodate before-school and after-school child care programs.

r. **Exemptions.** At the request of the governing board of a school district, the State Superintendent of Public Instruction may grant exemptions to any of the standards in this section if the district can demonstrate that the educational appropriateness and safety of a school design would not be compromised by an alternative to that standard.

FACILITIES PLANNING AGENCIES

Agencies with influence over school construction design:

- California Department of Education (CDE)
- City and County Public Works Departments
- County Health Department
- Department of Toxic Substances Control (DTSC)
- Division of State Architect (DSA)
- Local Fire Department

- Office of Public School Construction (OPSC)
- State Allocation Board (SAB)
- State Fire Marshall
- Utilities Entities

FACILITIES REGULATIONS AND CODES

Relevant regulations and codes that may impact school design:

- Americans with Disabilities Act (ADA)
- Civic Center Act
- Education Code
- Individuals with Disabilities Education Act (IDEA)
- Title 5, California Code of Regulations, Sections 14001-14036
- Title 24, California Building Code

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Adoption of Resolution No. 15/16-3117 – Authorizing Annual Levy of Special Taxes within Community Facilities District No. 2004-1 of Santa Ana Unified School District Central Park Project for 2016-17 Fiscal Year**

ITEM: **Action**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Sr. Facilities Planner**

BACKGROUND INFORMATION:

ITEM SUMMARY:

- Request approval to levy special taxes.
- Occurs annually since 2004
- Used for Capital Facilities Needs

The purpose of this agenda item is to seek Board adoption of Resolution No. 15/16-3117 for the annual levy of special taxes within Community Facilities District (CFD) No. 2004-1 of Santa Ana Unified School District Central Park Project for fiscal Year 2016-17. The CFD for the Santa Ana Unified School District Central Park Project ("CFD No. 2004-1") was formed and established by the Board of Education on September 28, 2004, pursuant to the Mello-Roos Community Facilities Act of 1982, as amended (Section 53311 *et seq.* of the California Government Code). The formation of CFD No. 2004-1 followed a public hearing and a landowner election at which the qualified electors of the CFD, by more than a two-thirds vote, authorized the CFD to incur bonded indebtedness in the aggregate not to exceed the amount of $16,000,000 and approved the levy of special taxes on certain real property located in the CFD.

RATIONALE:

The levying of Annual Special Taxes within CFD No. 2004-1 is used to repay interest and principal due on the 2005 Special Tax Bonds, issued for the purpose of financing the CFD. Adoption of a resolution authorizing levy of special taxes is an annual requirement by the Orange County Assessor's office to place taxes associated with CFD 2004-1 on the tax rolls. The Board is requested to approve the levying of annual special taxes for CFD No. 2004-1 for Fiscal Year 2016-17.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 15/16-3117 to authorize the annual levy of special taxes within Community Facilities District No. 2004-1 of the Santa Ana Unified School District Central Park Project for fiscal year 2016-17.

OW:rb

RESOLUTION NO. 15/16-3117

SANTA ANA UNIFIED SCHOOL DISTRICT

RESOLUTION AUTHORIZING LEVY OF SPECIAL TAXES WITHIN COMMUNITY FACILITIES DISTRICT NO. 2004-1 OF SANTA ANA UNIFIED SCHOOL DISTRICT CENTRAL PARK PROJECT FOR FISCAL YEAR 2016-17

WHEREAS, the Santa Ana Unified School District (the "District") previously established Community Facilities District No. 2004-1 of the Santa Ana Unified School District (Central Park Project) ("CFD No. 2004-1") all pursuant to the terms and provisions of the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Government Code Section 53111 (the "Act"); and

WHEREAS, CFD No. 2004-1 issued its 2005 Special Tax Bonds in the original principal amount of $11,785,000 pursuant to Resolution No. 05/06-2615, adopted by the Board of Education of the District acting as the legislative body of CFD No. 2004-1 on July 26, 2006 (the "Bonds"); and

WHEREAS, the Board of Education of the District acting as the legislative body of CFD No. 2004-1 is authorized pursuant to Resolution Nos. 04/05-2576 and 04/05-2575 approved on August 24, 2004 (collectively, the "Resolutions of Intention"), Resolution No. 04/05-2580 approved on September 28, 2004 (the "Resolution of Formation") and the Ordinance Authorizing the Levy of Special Taxes, approved on October 8, 2004 (the "Ordinance") to levy a special tax on property in CFD No. 2004-1 to pay principal, interest and administrative expenses with respect to all bonds of CFD No. 2004-1, which include the Bonds, to pay for the construction, acquisition and rehabilitation of certain public facilities authorized to be financed by the levy of special taxes of CFD No. 2004-1 pursuant to the Resolutions of Formation and to pay all expenses incidental thereto; and

WHEREAS, it is now necessary and appropriate that this Board levy and collect the special taxes for Fiscal Year 2016-17 for the purpose specified in the Ordinance, by the adoption of a resolution as specified by the Act and the Ordinance; and

WHEREAS, the special taxes being levied hereunder are at the same rate or at a lower rate than provided by the Ordinance; and

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE SANTA ANA UNIFIED SCHOOL DISTRICT, ACTING IN ITS CAPACITY AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 2004-1, DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. The above recitals are true and correct.

Section 2. The special tax ("Special Tax") is imposed without regard to property valuation and is levied in compliance with the Act and the Ordinance.

Section 3. In accordance with the Act and the Ordinance, there is hereby levied upon the parcels within the District which are not otherwise exempt from taxation under the Act or the Ordinance the special taxes for Fiscal Year 2016-17 at the tax rates set forth in the report prepared by Dolinka Group, Inc. for CFD No. 2004-1 entitled "Administration Report Fiscal Year 2016-17" (the "Report") submitted herewith, which rates do not exceed the maximum rates set forth in the Ordinance. After adoption of this Resolution, the Assistant Superintendent, Facilities and Governmental Relations, of the District, or his designee, may make any necessary modifications to these special taxes to correct any errors, omissions or inconsistencies in the listing or categorization of parcels to be taxed or in the amount to be charged to any category of parcels; provided, however, that any such modifications shall not result in an increase in the tax applicable to any category of parcels and can only be made prior to the submission of the tax rolls to the Orange County Auditor.

Section 4. All of the collections of the special tax shall be used only as provided for in the Act and Resolutions of Formation. The special tax shall be levied only so long as needed to accomplish the purposes described in Resolutions of Formation.

Section 5. The special tax shall be collected in the same manner as ordinary *ad valorem* taxes are collected and shall be subject to the same

penalties and the same procedure and sale in cases of delinquency as provided for *ad valorem* taxes as such procedure may be modified by law or this Board from time to time.

Section 6. As a cumulative remedy, if any amount levied as a special tax for payment of bond interest or principal, together with any penalties and other charges accruing under this Resolution, are not paid when due, the Board of Education may, not later than four years after the due date of the last installment of principal on the Bonds, order that the same be collected by an action brought in the superior court to foreclose the lien of such special tax.

Section 7. The actions of District staff heretofore taken in order to obtain consent from the Orange County Auditor to a later filing date are hereby ratified and the Clerk is hereby authorized and directed to transmit a certified copy of this Resolution and the Report to the Orange County Auditor, together with other supporting documentation as may be required to place said special taxes on the secured property tax roll for Fiscal Year 2016-17 on or before August 10, 2016, or such later date as may be consented to by the Orange County Assessor, and to perform all other acts which are required by the Act, the Ordinance, or by law in order to accomplish the purpose of this Resolution.

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of 28th day of June 2016.

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

AYES:

NOES:

ABSENT

STATE OF CALIFORNIA)
) ss:
COUNTY OF _____)

I, _____, 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
President of the Governing Board for the
Santa Ana Unified School District, State of California

I, _____, Clerk 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 28th day of June 2016 and passed by a vote of _____ of said Board.

_____
Clerk of the Board of Education of the
Santa Ana Unified School District, State of California

Attachments: “Administration Report Fiscal Year 2016-17” (the “Report”)

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	53	16590	7	NA	1	Concierge	ASTORIA	$0.00
445	91	53	16590	7	NA	1	Concierge	ASTORIA	$0.00
445	91	53	16590	7	NA	2	Parking	ASTORIA	$0.00
934	5	400	16590	7	A	3	301	ASTORIA	$0.00
934	5	401	16590	7	A	3	302	ASTORIA	$0.00
934	5	402	16590	7	A	3	303	ASTORIA	$0.00
934	5	403	16590	7	A	3	304	ASTORIA	$0.00
934	5	404	16590	7	A	3	305	ASTORIA	$0.00
934	5	405	16590	7	A	3	306	ASTORIA	$0.00
934	5	406	16590	7	A	3	307	ASTORIA	$0.00
934	5	407	16590	7	A	3	308	ASTORIA	$0.00
934	5	408	16590	7	A	4	401	ASTORIA	$0.00
934	5	409	16590	7	A	4	402	ASTORIA	$0.00
934	5	410	16590	7	A	4	403	ASTORIA	$0.00
934	5	411	16590	7	A	4	404	ASTORIA	$0.00
934	5	412	16590	7	A	4	405	ASTORIA	$0.00
934	5	413	16590	7	A	4	406	ASTORIA	$0.00
934	5	414	16590	7	A	4	407	ASTORIA	$0.00
934	5	415	16590	7	A	4	408	ASTORIA	$0.00
934	5	416	16590	7	A	5	501	ASTORIA	$0.00
934	5	417	16590	7	A	5	502	ASTORIA	$0.00
934	5	418	16590	7	A	5	503	ASTORIA	$0.00
934	5	419	16590	7	A	5	504	ASTORIA	$0.00
934	5	420	16590	7	A	5	505	ASTORIA	$0.00
934	5	421	16590	7	A	5	506	ASTORIA	$0.00
934	5	422	16590	7	A	5	507	ASTORIA	$0.00
934	5	423	16590	7	A	5	508	ASTORIA	$0.00
934	5	424	16590	7	A	6	601	ASTORIA	$0.00
934	5	425	16590	7	A	6	602	ASTORIA	$0.00
934	5	426	16590	7	A	6	603	ASTORIA	$0.00
934	5	427	16590	7	A	6	604	ASTORIA	$0.00
934	5	428	16590	7	A	6	605	ASTORIA	$0.00
934	5	429	16590	7	A	6	606	ASTORIA	$0.00
934	5	430	16590	7	A	6	607	ASTORIA	$0.00
934	5	431	16590	7	A	6	608	ASTORIA	$0.00
934	5	432	16590	7	A	7	701	ASTORIA	$0.00
934	5	433	16590	7	A	7	702	ASTORIA	$0.00
934	5	434	16590	7	A	7	703	ASTORIA	$0.00
934	5	435	16590	7	A	7	704	ASTORIA	$0.00
934	5	436	16590	7	A	7	705	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	437	16590	7	A	7	706	ASTORIA	$0.00
934	5	438	16590	7	A	7	707	ASTORIA	$0.00
934	5	439	16590	7	A	7	708	ASTORIA	$0.00
934	5	440	16590	7	A	8	801	ASTORIA	$0.00
934	5	441	16590	7	A	8	802	ASTORIA	$0.00
934	5	442	16590	7	A	8	803	ASTORIA	$0.00
934	5	443	16590	7	A	8	804	ASTORIA	$0.00
934	5	444	16590	7	A	8	805	ASTORIA	$0.00
934	5	445	16590	7	A	8	806	ASTORIA	$0.00
934	5	446	16590	7	A	8	807	ASTORIA	$0.00
934	5	447	16590	7	A	8	808	ASTORIA	$0.00
934	5	448	16590	7	A	9	901	ASTORIA	$0.00
934	5	449	16590	7	A	9	902	ASTORIA	$0.00
934	5	450	16590	7	A	9	903	ASTORIA	$0.00
934	5	451	16590	7	A	9	904	ASTORIA	$0.00
934	5	452	16590	7	A	9	905	ASTORIA	$0.00
934	5	453	16590	7	A	9	906	ASTORIA	$0.00
934	5	454	16590	7	A	9	907	ASTORIA	$0.00
934	5	455	16590	7	A	9	908	ASTORIA	$0.00
934	5	456	16590	7	A	10	1001	ASTORIA	$0.00
934	5	457	16590	7	A	10	1002	ASTORIA	$0.00
934	5	458	16590	7	A	10	1003	ASTORIA	$0.00
934	5	459	16590	7	A	10	1004	ASTORIA	$0.00
934	5	460	16590	7	A	10	1005	ASTORIA	$0.00
934	5	461	16590	7	A	10	1006	ASTORIA	$0.00
934	5	462	16590	7	A	10	1007	ASTORIA	$0.00
934	5	463	16590	7	A	10	1008	ASTORIA	$0.00
934	5	464	16590	7	A	11	1101	ASTORIA	$0.00
934	5	465	16590	7	A	11	1102	ASTORIA	$0.00
934	5	466	16590	7	A	11	1103	ASTORIA	$0.00
934	5	467	16590	7	A	11	1104	ASTORIA	$0.00
934	5	468	16590	7	A	11	1105	ASTORIA	$0.00
934	5	469	16590	7	A	11	1106	ASTORIA	$0.00
934	5	470	16590	7	A	11	1107	ASTORIA	$0.00
934	5	471	16590	7	A	11	1108	ASTORIA	$0.00
934	5	472	16590	7	A	12	1201	ASTORIA	$0.00
934	5	473	16590	7	A	12	1202	ASTORIA	$0.00
934	5	474	16590	7	A	12	1203	ASTORIA	$0.00
934	5	475	16590	7	A	12	1204	ASTORIA	$0.00
934	5	476	16590	7	A	12	1205	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	477	16590	7	A	12	1206	ASTORIA	$0.00
934	5	478	16590	7	A	12	1207	ASTORIA	$0.00
934	5	479	16590	7	A	12	1208	ASTORIA	$0.00
934	5	480	16590	7	A	13	1301	ASTORIA	$0.00
934	5	481	16590	7	A	13	1302	ASTORIA	$0.00
934	5	482	16590	7	A	13	1303	ASTORIA	$0.00
934	5	483	16590	7	A	13	1304	ASTORIA	$0.00
934	5	484	16590	7	A	13	1305	ASTORIA	$0.00
934	5	485	16590	7	A	13	1306	ASTORIA	$0.00
934	5	486	16590	7	A	14	1401	ASTORIA	$0.00
934	5	487	16590	7	A	14	1402	ASTORIA	$0.00
934	5	488	16590	7	B	3	301	ASTORIA	$0.00
934	5	489	16590	7	B	3	302	ASTORIA	$0.00
934	5	490	16590	7	B	3	303	ASTORIA	$0.00
934	5	491	16590	7	B	3	304	ASTORIA	$0.00
934	5	492	16590	7	B	3	305	ASTORIA	$0.00
934	5	493	16590	7	B	3	306	ASTORIA	$0.00
934	5	494	16590	7	B	3	307	ASTORIA	$0.00
445	91	53	16590	7	B	3	Fitness Rm	ASTORIA	$0.00
445	91	53	16590	7	B	3	Community Rm	ASTORIA	$0.00
934	5	495	16590	7	B	3	309	ASTORIA	$0.00
934	5	496	16590	7	B	3	311	ASTORIA	$0.00
934	5	497	16590	7	B	3	312	ASTORIA	$0.00
934	5	498	16590	7	B	3	313	ASTORIA	$0.00
934	5	499	16590	7	B	4	401	ASTORIA	$0.00
934	5	500	16590	7	B	4	402	ASTORIA	$0.00
934	5	501	16590	7	B	4	403	ASTORIA	$0.00
934	5	502	16590	7	B	4	404	ASTORIA	$0.00
934	5	503	16590	7	B	4	405	ASTORIA	$0.00
934	5	504	16590	7	B	4	406	ASTORIA	$0.00
934	5	505	16590	7	B	4	407	ASTORIA	$0.00
934	5	506	16590	7	B	4	408	ASTORIA	$0.00
934	5	507	16590	7	B	4	409	ASTORIA	$0.00
934	5	508	16590	7	B	4	410	ASTORIA	$0.00
934	5	509	16590	7	B	4	411	ASTORIA	$0.00
934	5	510	16590	7	B	4	412	ASTORIA	$0.00
934	5	511	16590	7	B	4	413	ASTORIA	$0.00
934	5	512	16590	7	B	5	501	ASTORIA	$0.00
934	5	513	16590	7	B	5	502	ASTORIA	$0.00
934	5	514	16590	7	B	5	503	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	515	16590	7	B	5	504	ASTORIA	$0.00
934	5	516	16590	7	B	5	505	ASTORIA	$0.00
934	5	517	16590	7	B	5	506	ASTORIA	$0.00
934	5	518	16590	7	B	5	507	ASTORIA	$0.00
934	5	519	16590	7	B	5	508	ASTORIA	$0.00
934	5	520	16590	7	B	5	509	ASTORIA	$0.00
934	5	521	16590	7	B	5	510	ASTORIA	$0.00
934	5	522	16590	7	B	5	511	ASTORIA	$0.00
934	5	523	16590	7	B	5	512	ASTORIA	$0.00
934	5	524	16590	7	B	5	513	ASTORIA	$0.00
934	5	525	16590	7	B	6	601	ASTORIA	$0.00
934	5	526	16590	7	B	6	602	ASTORIA	$0.00
934	5	527	16590	7	B	6	603	ASTORIA	$0.00
934	5	528	16590	7	B	6	604	ASTORIA	$0.00
934	5	529	16590	7	B	6	605	ASTORIA	$0.00
934	5	530	16590	7	B	6	606	ASTORIA	$0.00
934	5	531	16590	7	B	6	607	ASTORIA	$0.00
934	5	532	16590	7	B	6	608	ASTORIA	$0.00
934	5	533	16590	7	B	6	609	ASTORIA	$0.00
934	5	534	16590	7	B	6	610	ASTORIA	$0.00
934	5	535	16590	7	B	6	611	ASTORIA	$0.00
934	5	536	16590	7	B	6	612	ASTORIA	$0.00
934	5	537	16590	7	B	6	613	ASTORIA	$0.00
934	5	538	16590	7	B	7	701	ASTORIA	$0.00
934	5	539	16590	7	B	7	702	ASTORIA	$0.00
934	5	540	16590	7	B	7	703	ASTORIA	$0.00
934	5	541	16590	7	B	7	704	ASTORIA	$0.00
934	5	542	16590	7	B	7	705	ASTORIA	$0.00
934	5	543	16590	7	B	7	706	ASTORIA	$0.00
934	5	544	16590	7	B	7	707	ASTORIA	$0.00
934	5	545	16590	7	B	7	708	ASTORIA	$0.00
934	5	546	16590	7	B	7	709	ASTORIA	$0.00
934	5	547	16590	7	B	7	710	ASTORIA	$0.00
934	5	548	16590	7	B	7	711	ASTORIA	$0.00
934	5	549	16590	7	B	7	712	ASTORIA	$0.00
934	5	550	16590	7	B	7	713	ASTORIA	$0.00
934	5	551	16590	7	B	8	801	ASTORIA	$0.00
934	5	552	16590	7	B	8	802	ASTORIA	$0.00
934	5	553	16590	7	B	8	803	ASTORIA	$0.00
934	5	554	16590	7	B	8	804	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	555	16590	7	B	8	805	ASTORIA	$0.00
934	5	556	16590	7	B	8	806	ASTORIA	$0.00
934	5	557	16590	7	B	8	807	ASTORIA	$0.00
934	5	558	16590	7	B	8	808	ASTORIA	$0.00
934	5	559	16590	7	B	8	809	ASTORIA	$0.00
934	5	560	16590	7	B	8	810	ASTORIA	$0.00
934	5	561	16590	7	B	8	811	ASTORIA	$0.00
934	5	562	16590	7	B	8	812	ASTORIA	$0.00
934	5	563	16590	7	B	8	813	ASTORIA	$0.00
934	5	564	16590	7	B	9	901	ASTORIA	$0.00
934	5	565	16590	7	B	9	902	ASTORIA	$0.00
934	5	566	16590	7	B	9	903	ASTORIA	$0.00
934	5	567	16590	7	B	9	904	ASTORIA	$0.00
934	5	568	16590	7	B	9	905	ASTORIA	$0.00
934	5	569	16590	7	B	9	906	ASTORIA	$0.00
934	5	570	16590	7	B	9	907	ASTORIA	$0.00
934	5	571	16590	7	B	9	908	ASTORIA	$0.00
934	5	572	16590	7	B	9	909	ASTORIA	$0.00
934	5	573	16590	7	B	9	910	ASTORIA	$0.00
934	5	574	16590	7	B	9	911	ASTORIA	$0.00
934	5	575	16590	7	B	9	912	ASTORIA	$0.00
934	5	576	16590	7	B	9	913	ASTORIA	$0.00
934	5	577	16590	7	B	10	1001	ASTORIA	$0.00
934	5	578	16590	7	B	10	1002	ASTORIA	$0.00
934	5	579	16590	7	B	10	1003	ASTORIA	$0.00
934	5	580	16590	7	B	10	1004	ASTORIA	$0.00
934	5	581	16590	7	B	10	1005	ASTORIA	$0.00
934	5	582	16590	7	B	10	1006	ASTORIA	$0.00
934	5	583	16590	7	B	10	1007	ASTORIA	$0.00
934	5	584	16590	7	B	10	1008	ASTORIA	$0.00
934	5	585	16590	7	B	10	1009	ASTORIA	$0.00
934	5	586	16590	7	B	10	1010	ASTORIA	$0.00
934	5	587	16590	7	B	10	1011	ASTORIA	$0.00
934	5	588	16590	7	B	10	1012	ASTORIA	$0.00
934	5	589	16590	7	B	10	1013	ASTORIA	$0.00
934	5	590	16590	7	B	11	1101	ASTORIA	$0.00
934	5	591	16590	7	B	11	1102	ASTORIA	$0.00
934	5	592	16590	7	B	11	1103	ASTORIA	$0.00
934	5	593	16590	7	B	11	1104	ASTORIA	$0.00
934	5	594	16590	7	B	11	1105	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	595	16590	7	B	11	1106	ASTORIA	$0.00
934	5	596	16590	7	B	11	1107	ASTORIA	$0.00
934	5	597	16590	7	B	11	1108	ASTORIA	$0.00
934	5	598	16590	7	B	11	1109	ASTORIA	$0.00
934	5	599	16590	7	B	11	1110	ASTORIA	$0.00
934	5	600	16590	7	B	11	1111	ASTORIA	$0.00
934	5	601	16590	7	B	11	1112	ASTORIA	$0.00
934	5	602	16590	7	B	11	1113	ASTORIA	$0.00
934	5	603	16590	7	B	12	1201	ASTORIA	$0.00
934	5	604	16590	7	B	12	1202	ASTORIA	$0.00
934	5	605	16590	7	B	12	1203	ASTORIA	$0.00
934	5	606	16590	7	B	12	1204	ASTORIA	$0.00
934	5	607	16590	7	B	12	1205	ASTORIA	$0.00
934	5	608	16590	7	B	12	1206	ASTORIA	$0.00
934	5	609	16590	7	B	12	1207	ASTORIA	$0.00
934	5	610	16590	7	B	12	1208	ASTORIA	$0.00
934	5	611	16590	7	B	12	1209	ASTORIA	$0.00
934	5	612	16590	7	B	12	1210	ASTORIA	$0.00
934	5	613	16590	7	B	12	1211	ASTORIA	$0.00
934	5	614	16590	7	B	12	1212	ASTORIA	$0.00
934	5	615	16590	7	B	12	1213	ASTORIA	$0.00
934	5	616	16590	7	B	13	1301	ASTORIA	$0.00
934	5	617	16590	7	B	13	1302	ASTORIA	$0.00
934	5	618	16590	7	B	13	1303	ASTORIA	$0.00
934	5	619	16590	7	B	13	1304	ASTORIA	$0.00
934	5	620	16590	7	B	13	1305	ASTORIA	$0.00
934	5	621	16590	7	B	13	1306	ASTORIA	$0.00
934	5	622	16590	7	B	13	1307	ASTORIA	$0.00
934	5	623	16590	7	B	13	1308	ASTORIA	$0.00
934	5	624	16590	7	B	13	1309	ASTORIA	$0.00
934	5	625	16590	7	B	13	1310	ASTORIA	$0.00
934	5	626	16590	7	B	13	1311	ASTORIA	$0.00
934	5	627	16590	7	B	13	1312	ASTORIA	$0.00
934	5	628	16590	7	B	13	1313	ASTORIA	$0.00
934	5	629	16590	7	B	14	1401	ASTORIA	$0.00
934	5	630	16590	7	B	14	1402	ASTORIA	$0.00
934	5	631	16590	7	B	14	1403	ASTORIA	$0.00
934	5	632	16590	7	B	14	1404	ASTORIA	$0.00
934	5	633	16590	7	B	14	1405	ASTORIA	$0.00
934	5	634	16590	7	B	14	1406	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	635	16590	7	B	14	1407	ASTORIA	$0.00
934	5	636	16590	7	B	15	1501	ASTORIA	$0.00
934	5	637	16590	7	B	15	1502	ASTORIA	$0.00
934	5	638	16590	7	B	15	1503	ASTORIA	$0.00
934	5	639	16590	7	B	15	1504	ASTORIA	$0.00
930	246	1	16590	12	3	1	01-101	BELVEDERE	$1,197.48
930	246	2	16590	12	3	1	02-102	BELVEDERE	$979.20
930	246	3	16590	12	3	1	03-103	BELVEDERE	$1,197.48
930	246	4	16590	12	3	1	04-104	BELVEDERE	$842.14
930	246	5	16590	12	2	1	05-105	BELVEDERE	$979.20
930	246	6	16590	12	2	1	06-106	BELVEDERE	$1,197.48
930	246	7	16590	12	2	1	07-107	BELVEDERE	$842.14
930	246	8	16590	12	2	1	08-108	BELVEDERE	$979.20
930	246	9	16590	12	1	1	09-109	BELVEDERE	$979.20
930	246	10	16590	12	1	1	10-110	BELVEDERE	$979.20
930	246	11	16590	12	1	1	11-111	BELVEDERE	$842.14
930	246	12	16590	12	1	1	12-112	BELVEDERE	$842.14
930	246	13	16590	12	4	1	13-113	BELVEDERE	$979.20
930	246	14	16590	12	4	1	14-114	BELVEDERE	$979.20
930	246	15	16590	12	5	1	15-115	BELVEDERE	$979.20
930	246	16	16590	12	5	1	16-116	BELVEDERE	$842.14
930	246	17	16590	12	5	1	17-117	BELVEDERE	$1,197.48
930	246	18	16590	12	6	1	18-119	BELVEDERE	$842.14
930	246	19	16590	12	5	1	19-120	BELVEDERE	$1,197.48
930	246	20	16590	12	6	1	20-121	BELVEDERE	$979.20
930	246	21	16590	12	6	1	21-122	BELVEDERE	$1,197.48
930	246	22	16590	12	3	2	22-201	BELVEDERE	$1,197.48
930	246	23	16590	12	3	2	23-202	BELVEDERE	$979.20
930	246	24	16590	12	3	2	24-203	BELVEDERE	$1,197.48
930	246	25	16590	12	3	2	25-204	BELVEDERE	$842.14
930	246	26	16590	12	2	2	26-205	BELVEDERE	$979.20
930	246	27	16590	12	2	2	27-206	BELVEDERE	$1,197.48
930	246	28	16590	12	2	2	28-207	BELVEDERE	$842.14
930	246	29	16590	12	2	2	29-208	BELVEDERE	$979.20
930	246	30	16590	12	1	2	30-209	BELVEDERE	$979.20
930	246	31	16590	12	1	2	31-210	BELVEDERE	$979.20
930	246	32	16590	12	1	2	32-211	BELVEDERE	$979.20
930	246	33	16590	12	1	2	33-212	BELVEDERE	$979.20
930	246	34	16590	12	4	2	34-213	BELVEDERE	$979.20
930	246	35	16590	12	4	2	35-214	BELVEDERE	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	246	36	16590	12	5	2	36-215	BELVEDERE	$979.20
930	246	37	16590	12	5	2	37-216	BELVEDERE	$842.14
930	246	38	16590	12	5	2	38-217	BELVEDERE	$1,197.48
930	246	39	16590	12	5	2	39-218	BELVEDERE	$979.20
930	246	40	16590	12	6	2	40-219	BELVEDERE	$842.14
930	246	41	16590	12	6	2	41-220	BELVEDERE	$1,415.74
930	246	42	16590	12	6	2	42-221	BELVEDERE	$979.20
930	246	43	16590	12	6	2	43-222	BELVEDERE	$1,197.48
930	246	44	16590	12	3	3	44-301	BELVEDERE	$1,197.48
930	246	45	16590	12	3	3	45-302	BELVEDERE	$979.20
930	246	46	16590	12	3	3	46-303	BELVEDERE	$1,197.48
930	246	47	16590	12	3	3	47-304	BELVEDERE	$842.14
930	246	48	16590	12	2	3	48-305	BELVEDERE	$979.20
930	246	49	16590	12	2	3	49-306	BELVEDERE	$1,197.48
930	246	50	16590	12	2	3	50-307	BELVEDERE	$842.14
930	246	51	16590	12	2	3	51-308	BELVEDERE	$979.20
930	246	52	16590	12	1	3	52-309	BELVEDERE	$979.20
930	246	53	16590	12	1	3	53-310	BELVEDERE	$979.20
930	246	54	16590	12	1	3	54-311	BELVEDERE	$979.20
930	246	55	16590	12	1	3	55-312	BELVEDERE	$979.20
930	246	56	16590	12	4	3	56-313	BELVEDERE	$979.20
930	246	57	16590	12	4	3	57-314	BELVEDERE	$979.20
930	246	58	16590	12	5	3	58-315	BELVEDERE	$979.20
930	246	59	16590	12	5	3	59-316	BELVEDERE	$842.14
930	246	60	16590	12	5	3	60-317	BELVEDERE	$1,197.48
930	246	61	16590	12	5	3	61-318	BELVEDERE	$979.20
930	246	62	16590	12	6	3	62-319	BELVEDERE	$842.14
930	246	63	16590	12	6	3	63-320	BELVEDERE	$1,415.74
930	246	64	16590	12	6	3	64-321	BELVEDERE	$979.20
930	246	65	16590	12	6	3	65-322	BELVEDERE	$1,197.48
930	246	66	16590	12	3	4	66-401	BELVEDERE	$1,197.48
930	246	67	16590	12	3	4	67-402	BELVEDERE	$979.20
930	246	68	16590	12	3	4	68-403	BELVEDERE	$1,197.48
930	246	69	16590	12	3	4	69-404	BELVEDERE	$842.14
930	246	70	16590	12	2	4	70-405	BELVEDERE	$979.20
930	246	71	16590	12	2	4	71-406	BELVEDERE	$1,197.48
930	246	72	16590	12	2	4	72-407	BELVEDERE	$842.14
930	246	73	16590	12	2	4	73-408	BELVEDERE	$979.20
930	246	74	16590	12	1	4	74-409	BELVEDERE	$979.20
930	246	75	16590	12	1	4	75-410	BELVEDERE	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	246	76	16590	12	1	4	76-411	BELVEDERE	$979.20
930	246	77	16590	12	1	4	77-412	BELVEDERE	$979.20
930	246	78	16590	12	4	4	78-413	BELVEDERE	$979.20
930	246	79	16590	12	4	4	79-414	BELVEDERE	$979.20
930	246	80	16590	12	5	4	80-415	BELVEDERE	$979.20
930	246	81	16590	12	5	4	81-416	BELVEDERE	$842.14
930	246	82	16590	12	5	4	82-417	BELVEDERE	$1,197.48
930	246	83	16590	12	5	4	83-418	BELVEDERE	$979.20
930	246	84	16590	12	6	4	84-419	BELVEDERE	$842.14
930	246	85	16590	12	6	4	85-420	BELVEDERE	$1,197.48
930	246	86	16590	12	6	4	86-421	BELVEDERE	$979.20
930	246	87	16590	12	6	4	87-422	BELVEDERE	$1,197.48
930	241	4	16590	15	2	1	01-101	LENNOX	$1,415.74
930	241	5	16590	15	2	1	02-102	LENNOX	$1,415.74
930	241	6	16590	15	2	1	03-103	LENNOX	$1,415.74
930	241	7	16590	15	2	1	04-104	LENNOX	$1,197.48
930	241	8	16590	15	2	1	05-105	LENNOX	$1,415.74
930	241	9	16590	15	3	1	06-106	LENNOX	$1,415.74
930	241	10	16590	15	3	1	07-107	LENNOX	$1,415.74
930	241	11	16590	15	3	1	08-108	LENNOX	$1,415.74
930	241	12	16590	15	3	1	09-109	LENNOX	$1,197.48
930	241	13	16590	15	4	1	10-110	LENNOX	$1,197.48
930	241	14	16590	15	4	1	11-111	LENNOX	$1,415.74
930	241	15	16590	15	4	1	12-112	LENNOX	$1,415.74
930	241	16	16590	15	4	1	13-113	LENNOX	$979.20
930	241	17	16590	15	1	1	14-114	LENNOX	$979.20
930	241	18	16590	15	1	1	15-115	LENNOX	$1,197.48
930	241	19	16590	15	1	1	16-116	LENNOX	$1,415.74
930	241	20	16590	15	1	1	17-117	LENNOX	$1,415.74
930	241	21	16590	15	1	1	18-118	LENNOX	$1,415.74
930	241	22	16590	15	2	2	19-201	LENNOX	$1,415.74
930	241	23	16590	15	2	2	20-202	LENNOX	$1,415.74
930	241	24	16590	15	2	2	21-203	LENNOX	$1,415.74
930	241	25	16590	15	2	2	22-204	LENNOX	$1,197.48
930	241	26	16590	15	2	2	23-205	LENNOX	$1,197.48
930	241	27	16590	15	3	2	24-206	LENNOX	$1,197.48
930	241	28	16590	15	3	2	25-207	LENNOX	$1,415.74
930	241	29	16590	15	3	2	26-208	LENNOX	$1,415.74
930	241	30	16590	15	3	2	27-209	LENNOX	$1,197.48
930	241	31	16590	15	4	2	28-210	LENNOX	$1,197.48

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	241	32	16590	15	4	2	29-211	LENNOX	$1,415.74
930	241	33	16590	15	4	2	30-212	LENNOX	$1,415.74
930	241	34	16590	15	4	2	31-213	LENNOX	$1,415.74
930	241	35	16590	15	1	2	32-214	LENNOX	$1,415.74
930	241	36	16590	15	1	2	33-215	LENNOX	$1,197.48
930	241	37	16590	15	1	2	34-216	LENNOX	$1,415.74
930	241	38	16590	15	1	2	35-217	LENNOX	$1,415.74
930	241	39	16590	15	1	2	36-218	LENNOX	$1,415.74
930	241	40	16590	15	2	3	37-301	LENNOX	$1,415.74
930	241	41	16590	15	2	3	38-302	LENNOX	$1,415.74
930	241	42	16590	15	2	3	39-303	LENNOX	$1,415.74
930	241	43	16590	15	2	3	40-304	LENNOX	$1,197.48
930	241	44	16590	15	2	3	41-305	LENNOX	$1,197.48
930	241	45	16590	15	3	3	42-306	LENNOX	$1,197.48
930	241	46	16590	15	3	3	43-307	LENNOX	$1,415.74
930	241	47	16590	15	3	3	44-308	LENNOX	$1,415.74
930	241	48	16590	15	3	3	45-309	LENNOX	$1,197.48
930	241	49	16590	15	4	3	46-310	LENNOX	$1,197.48
930	241	50	16590	15	4	3	47-311	LENNOX	$1,415.74
930	241	51	16590	15	4	3	48-312	LENNOX	$1,415.74
930	241	52	16590	15	4	3	49-313	LENNOX	$1,415.74
930	241	53	16590	15	1	3	50-314	LENNOX	$1,415.74
930	241	54	16590	15	1	3	51-315	LENNOX	$1,197.48
930	241	55	16590	15	1	3	52-316	LENNOX	$1,415.74
930	241	56	16590	15	1	3	53-317	LENNOX	$1,415.74
930	241	57	16590	15	1	3	54-318	LENNOX	$1,415.74
930	241	58	16590	15	2	4	55-401	LENNOX	$1,415.74
930	241	59	16590	15	2	4	56-402	LENNOX	$1,415.74
930	241	60	16590	15	2	4	57-403	LENNOX	$1,415.74
930	241	61	16590	15	2	4	58-404	LENNOX	$1,197.48
930	241	62	16590	15	2	4	59-405	LENNOX	$1,197.48
930	241	63	16590	15	3	4	60-406	LENNOX	$1,197.48
930	241	64	16590	15	3	4	61-407	LENNOX	$1,415.74
930	241	65	16590	15	3	4	62-408	LENNOX	$1,415.74
930	241	66	16590	15	3	4	63-409	LENNOX	$1,197.48
930	241	67	16590	15	4	4	64-410	LENNOX	$1,197.48
930	241	68	16590	15	4	4	65-411	LENNOX	$1,415.74
930	241	69	16590	15	4	4	66-412	LENNOX	$1,415.74
930	241	70	16590	15	4	4	67-413	LENNOX	$1,415.74
930	241	71	16590	15	1	4	68-414	LENNOX	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	241	72	16590	15	1	4	69-415	LENNOX	$1,197.48
930	241	73	16590	15	1	4	70-416	LENNOX	$1,415.74
930	241	74	16590	15	1	4	71-417	LENNOX	$1,415.74
930	241	75	16590	15	1	4	72-418	LENNOX	$1,415.74
445	91	50	16590	9	3	1	101	MARLOWE	$671.28
445	91	50	16590	9	3	1	102	MARLOWE	$671.28
445	91	50	16590	9	3	1	103	MARLOWE	$671.28
445	91	50	16590	9	2	1	104	MARLOWE	$671.28
445	91	50	16590	9	2	1	105	MARLOWE	$671.28
445	91	50	16590	9	2	1	106	MARLOWE	$671.28
445	91	50	16590	9	2	1	107	MARLOWE	$671.28
445	91	50	16590	9	2	1	108	MARLOWE	$671.28
445	91	50	16590	9	2	1	109	MARLOWE	$671.28
445	91	50	16590	9	2	1	110	MARLOWE	$671.28
445	91	50	16590	9	2	1	111	MARLOWE	$671.28
445	91	50	16590	9	1	1	112	MARLOWE	$671.28
445	91	50	16590	9	1	1	113	MARLOWE	$671.28
445	91	50	16590	9	1	1	114	MARLOWE	$671.28
445	91	50	16590	9	1	1	115	MARLOWE	$671.28
445	91	50	16590	9	1	1	116	MARLOWE	$671.28
445	91	50	16590	9	1	1	117	MARLOWE	$671.28
445	91	50	16590	9	1	1	118	MARLOWE	$671.28
445	91	50	16590	9	1	1	119	MARLOWE	$671.28
445	91	50	16590	9	1	1	121	MARLOWE	$671.28
445	91	50	16590	9	1	1	130	MARLOWE	$671.28
445	91	50	16590	9	2	1	131	MARLOWE	$671.28
445	91	50	16590	9	1	1	132	MARLOWE	$671.28
445	91	50	16590	9	2	1	133	MARLOWE	$671.28
445	91	50	16590	9	1	1	134	MARLOWE	$671.28
445	91	50	16590	9	2	1	135	MARLOWE	$671.28
445	91	50	16590	9	3	1	136	MARLOWE	$671.28
445	91	50	16590	9	3	1	137	MARLOWE	$671.28
445	91	50	16590	9	3	1	138	MARLOWE	$671.28
445	91	50	16590	9	3	1	139	MARLOWE	$671.28
445	91	50	16590	9	3	1	140	MARLOWE	$671.28
445	91	50	16590	9	3	1	141	MARLOWE	$671.28
445	91	50	16590	9	3	1	142	MARLOWE	$671.28
445	91	50	16590	9	3	1	143	MARLOWE	$671.28
445	91	50	16590	9	3	1	144	MARLOWE	$671.28
445	91	50	16590	9	3	1	145	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	1	146	MARLOWE	$671.28
445	91	50	16590	9	3	1	147	MARLOWE	$671.28
445	91	50	16590	9	3	1	148	MARLOWE	$671.28
445	91	50	16590	9	3	1	149	MARLOWE	$671.28
445	91	50	16590	9	3	1	150	MARLOWE	$671.28
445	91	50	16590	9	3	1	151	MARLOWE	$671.28
445	91	50	16590	9	3	1	152	MARLOWE	$671.28
445	91	50	16590	9	3	2	201	MARLOWE	$671.28
445	91	50	16590	9	3	2	202	MARLOWE	$671.28
445	91	50	16590	9	3	2	203	MARLOWE	$671.28
445	91	50	16590	9	2	2	204	MARLOWE	$671.28
445	91	50	16590	9	2	2	205	MARLOWE	$671.28
445	91	50	16590	9	2	2	206	MARLOWE	$671.28
445	91	50	16590	9	2	2	207	MARLOWE	$671.28
445	91	50	16590	9	2	2	208	MARLOWE	$671.28
445	91	50	16590	9	2	2	209	MARLOWE	$671.28
445	91	50	16590	9	2	2	210	MARLOWE	$671.28
445	91	50	16590	9	2	2	211	MARLOWE	$671.28
445	91	50	16590	9	1	2	212	MARLOWE	$671.28
445	91	50	16590	9	1	2	213	MARLOWE	$671.28
445	91	50	16590	9	1	2	214	MARLOWE	$671.28
445	91	50	16590	9	1	2	215	MARLOWE	$671.28
445	91	50	16590	9	1	2	216	MARLOWE	$671.28
445	91	50	16590	9	1	2	217	MARLOWE	$671.28
445	91	50	16590	9	1	2	218	MARLOWE	$671.28
445	91	50	16590	9	1	2	219	MARLOWE	$671.28
445	91	50	16590	9	1	2	220	MARLOWE	$671.28
445	91	50	16590	9	1	2	221	MARLOWE	$671.28
445	91	50	16590	9	1	2	230	MARLOWE	$671.28
445	91	50	16590	9	2	2	231	MARLOWE	$671.28
445	91	50	16590	9	1	2	232	MARLOWE	$671.28
445	91	50	16590	9	2	2	233	MARLOWE	$671.28
445	91	50	16590	9	1	2	234	MARLOWE	$671.28
445	91	50	16590	9	2	2	235	MARLOWE	$671.28
445	91	50	16590	9	3	2	236	MARLOWE	$671.28
445	91	50	16590	9	3	2	237	MARLOWE	$671.28
445	91	50	16590	9	3	2	238	MARLOWE	$671.28
445	91	50	16590	9	3	2	239	MARLOWE	$671.28
445	91	50	16590	9	3	2	240	MARLOWE	$671.28
445	91	50	16590	9	3	2	241	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	2	242	MARLOWE	$671.28
445	91	50	16590	9	3	2	243	MARLOWE	$671.28
445	91	50	16590	9	3	2	244	MARLOWE	$671.28
445	91	50	16590	9	3	2	245	MARLOWE	$671.28
445	91	50	16590	9	3	2	246	MARLOWE	$671.28
445	91	50	16590	9	3	2	247	MARLOWE	$671.28
445	91	50	16590	9	3	2	248	MARLOWE	$671.28
445	91	50	16590	9	3	2	249	MARLOWE	$671.28
445	91	50	16590	9	3	2	250	MARLOWE	$671.28
445	91	50	16590	9	3	2	251	MARLOWE	$671.28
445	91	50	16590	9	3	2	252	MARLOWE	$671.28
445	91	50	16590	9	3	3	301	MARLOWE	$671.28
445	91	50	16590	9	3	3	302	MARLOWE	$671.28
445	91	50	16590	9	3	3	303	MARLOWE	$671.28
445	91	50	16590	9	2	3	304	MARLOWE	$671.28
445	91	50	16590	9	2	3	305	MARLOWE	$671.28
445	91	50	16590	9	2	3	306	MARLOWE	$671.28
445	91	50	16590	9	2	3	307	MARLOWE	$671.28
445	91	50	16590	9	2	3	308	MARLOWE	$671.28
445	91	50	16590	9	2	3	309	MARLOWE	$671.28
445	91	50	16590	9	2	3	310	MARLOWE	$671.28
445	91	50	16590	9	2	3	311	MARLOWE	$671.28
445	91	50	16590	9	1	3	312	MARLOWE	$671.28
445	91	50	16590	9	1	3	313	MARLOWE	$671.28
445	91	50	16590	9	1	3	314	MARLOWE	$671.28
445	91	50	16590	9	1	3	315	MARLOWE	$671.28
445	91	50	16590	9	1	3	316	MARLOWE	$671.28
445	91	50	16590	9	1	3	317	MARLOWE	$671.28
445	91	50	16590	9	1	3	318	MARLOWE	$671.28
445	91	50	16590	9	1	3	319	MARLOWE	$671.28
445	91	50	16590	9	1	3	320	MARLOWE	$671.28
445	91	50	16590	9	1	3	321	MARLOWE	$671.28
445	91	50	16590	9	1	3	330	MARLOWE	$671.28
445	91	50	16590	9	2	3	331	MARLOWE	$671.28
445	91	50	16590	9	1	3	332	MARLOWE	$671.28
445	91	50	16590	9	2	3	333	MARLOWE	$671.28
445	91	50	16590	9	1	3	334	MARLOWE	$671.28
445	91	50	16590	9	2	3	335	MARLOWE	$671.28
445	91	50	16590	9	3	3	336	MARLOWE	$671.28
445	91	50	16590	9	3	3	337	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	3	338	MARLOWE	$671.28
445	91	50	16590	9	3	3	339	MARLOWE	$671.28
445	91	50	16590	9	3	3	340	MARLOWE	$671.28
445	91	50	16590	9	3	3	341	MARLOWE	$671.28
445	91	50	16590	9	3	3	342	MARLOWE	$671.28
445	91	50	16590	9	3	3	343	MARLOWE	$671.28
445	91	50	16590	9	3	3	344	MARLOWE	$671.28
445	91	50	16590	9	3	3	345	MARLOWE	$671.28
445	91	50	16590	9	3	3	346	MARLOWE	$671.28
445	91	50	16590	9	3	3	347	MARLOWE	$671.28
445	91	50	16590	9	3	3	348	MARLOWE	$671.28
445	91	50	16590	9	3	3	349	MARLOWE	$671.28
445	91	50	16590	9	3	3	350	MARLOWE	$671.28
445	91	50	16590	9	3	3	351	MARLOWE	$671.28
445	91	50	16590	9	3	3	352	MARLOWE	$671.28
445	91	50	16590	9	3	4	401	MARLOWE	$671.28
445	91	50	16590	9	3	4	402	MARLOWE	$671.28
445	91	50	16590	9	3	4	403	MARLOWE	$671.28
445	91	50	16590	9	2	4	404	MARLOWE	$671.28
445	91	50	16590	9	2	4	405	MARLOWE	$671.28
445	91	50	16590	9	2	4	406	MARLOWE	$671.28
445	91	50	16590	9	2	4	407	MARLOWE	$842.14
445	91	50	16590	9	2	4	408	MARLOWE	$671.28
445	91	50	16590	9	2	4	409	MARLOWE	$671.28
445	91	50	16590	9	2	4	410	MARLOWE	$671.28
445	91	50	16590	9	2	4	411	MARLOWE	$671.28
445	91	50	16590	9	1	4	412	MARLOWE	$671.28
445	91	50	16590	9	1	4	413	MARLOWE	$671.28
445	91	50	16590	9	1	4	414	MARLOWE	$671.28
445	91	50	16590	9	1	4	415	MARLOWE	$842.14
445	91	50	16590	9	1	4	416	MARLOWE	$671.28
445	91	50	16590	9	1	4	417	MARLOWE	$671.28
445	91	50	16590	9	1	4	418	MARLOWE	$671.28
445	91	50	16590	9	1	4	419	MARLOWE	$671.28
445	91	50	16590	9	1	4	420	MARLOWE	$671.28
445	91	50	16590	9	1	4	421	MARLOWE	$671.28
445	91	50	16590	9	1	4	430	MARLOWE	$671.28
445	91	50	16590	9	2	4	431	MARLOWE	$671.28
445	91	50	16590	9	1	4	432	MARLOWE	$671.28
445	91	50	16590	9	2	4	433	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	1	4	434	MARLOWE	$671.28
445	91	50	16590	9	2	4	435	MARLOWE	$671.28
445	91	50	16590	9	3	4	436	MARLOWE	$671.28
445	91	50	16590	9	3	4	437	MARLOWE	$671.28
445	91	50	16590	9	3	4	438	MARLOWE	$671.28
445	91	50	16590	9	3	4	439	MARLOWE	$671.28
445	91	50	16590	9	3	4	440	MARLOWE	$671.28
445	91	50	16590	9	3	4	441	MARLOWE	$671.28
445	91	50	16590	9	3	4	442	MARLOWE	$671.28
445	91	50	16590	9	3	4	443	MARLOWE	$671.28
445	91	50	16590	9	3	4	444	MARLOWE	$842.14
445	91	50	16590	9	3	4	445	MARLOWE	$671.28
445	91	50	16590	9	3	4	446	MARLOWE	$671.28
445	91	50	16590	9	3	4	447	MARLOWE	$671.28
445	91	50	16590	9	3	4	448	MARLOWE	$842.14
445	91	50	16590	9	3	4	449	MARLOWE	$671.28
445	91	50	16590	9	3	4	450	MARLOWE	$671.28
445	91	50	16590	9	3	4	451	MARLOWE	$671.28
445	91	50	16590	9	3	4	452	MARLOWE	$842.14
445	91	50	16590	10	7	1	101	MARLOWE	$0.00
445	91	50	16590	10	7	1	102	MARLOWE	$0.00
445	91	50	16590	10	7	1	104	MARLOWE	$0.00
445	91	50	16590	10	7	1	105	MARLOWE	$0.00
445	91	50	16590	10	7	1	106	MARLOWE	$0.00
445	91	50	16590	10	7	1	107	MARLOWE	$0.00
445	91	50	16590	10	5	1	108	MARLOWE	$0.00
445	91	50	16590	10	6	1	109	MARLOWE	$0.00
445	91	50	16590	10	5	1	110	MARLOWE	$0.00
445	91	50	16590	10	6	1	111	MARLOWE	$0.00
445	91	50	16590	10	5	1	112	MARLOWE	$0.00
445	91	50	16590	10	6	1	113	MARLOWE	$0.00
445	91	50	16590	10	5	1	114	MARLOWE	$0.00
445	91	50	16590	10	6	1	115	MARLOWE	$0.00
445	91	50	16590	10	5	1	116	MARLOWE	$0.00
445	91	50	16590	10	6	1	117	MARLOWE	$0.00
445	91	50	16590	10	6	1	118	MARLOWE	$0.00
445	91	50	16590	10	6	1	120	MARLOWE	$0.00
445	91	50	16590	10	6	1	121	MARLOWE	$0.00
445	91	50	16590	10	6	1	122	MARLOWE	$0.00
445	91	50	16590	10	6	1	123	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	6	1	124	MARLOWE	$0.00
445	91	50	16590	10	6	1	125	MARLOWE	$0.00
445	91	50	16590	10	6	1	126	MARLOWE	$0.00
445	91	50	16590	10	6	1	127	MARLOWE	$0.00
445	91	50	16590	10	6	1	128	MARLOWE	$0.00
445	91	50	16590	10	6	1	129	MARLOWE	$0.00
445	91	50	16590	10	6	1	130	MARLOWE	$0.00
445	91	50	16590	10	5	1	150	MARLOWE	$0.00
445	91	50	16590	10	4	1	151	MARLOWE	$0.00
445	91	50	16590	10	4	1	152	MARLOWE	$0.00
445	91	50	16590	10	4	1	153	MARLOWE	$0.00
445	91	50	16590	10	4	1	154	MARLOWE	$0.00
445	91	50	16590	10	4	1	155	MARLOWE	$0.00
445	91	50	16590	10	4	1	156	MARLOWE	$0.00
445	91	50	16590	10	4	1	157	MARLOWE	$0.00
445	91	50	16590	10	4	1	158	MARLOWE	$0.00
445	91	50	16590	10	4	1	159	MARLOWE	$0.00
445	91	50	16590	10	4	1	160	MARLOWE	$0.00
445	91	50	16590	10	4	1	161	MARLOWE	$0.00
445	91	50	16590	10	5	1	162	MARLOWE	$0.00
445	91	50	16590	10	5	1	163	MARLOWE	$0.00
445	91	50	16590	10	4	1	164	MARLOWE	$0.00
445	91	50	16590	10	5	1	165	MARLOWE	$0.00
445	91	50	16590	10	4	1	166	MARLOWE	$0.00
445	91	50	16590	10	5	1	167	MARLOWE	$0.00
445	91	50	16590	10	7	2	201	MARLOWE	$0.00
445	91	50	16590	10	7	2	202	MARLOWE	$0.00
445	91	50	16590	10	7	2	203	MARLOWE	$0.00
445	91	50	16590	10	7	2	204	MARLOWE	$0.00
445	91	50	16590	10	7	2	205	MARLOWE	$0.00
445	91	50	16590	10	7	2	206	MARLOWE	$0.00
445	91	50	16590	10	7	2	207	MARLOWE	$0.00
445	91	50	16590	10	5	2	208	MARLOWE	$0.00
445	91	50	16590	10	6	2	209	MARLOWE	$0.00
445	91	50	16590	10	5	2	210	MARLOWE	$0.00
445	91	50	16590	10	6	2	211	MARLOWE	$0.00
445	91	50	16590	10	5	2	212	MARLOWE	$0.00
445	91	50	16590	10	6	2	213	MARLOWE	$0.00
445	91	50	16590	10	5	2	214	MARLOWE	$0.00
445	91	50	16590	10	6	2	215	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	2	216	MARLOWE	$0.00
445	91	50	16590	10	6	2	217	MARLOWE	$0.00
445	91	50	16590	10	6	2	218	MARLOWE	$0.00
445	91	50	16590	10	6	2	219	MARLOWE	$0.00
445	91	50	16590	10	6	2	220	MARLOWE	$0.00
445	91	50	16590	10	6	2	221	MARLOWE	$0.00
445	91	50	16590	10	6	2	222	MARLOWE	$0.00
445	91	50	16590	10	6	2	223	MARLOWE	$0.00
445	91	50	16590	10	6	2	224	MARLOWE	$0.00
445	91	50	16590	10	6	2	225	MARLOWE	$0.00
445	91	50	16590	10	6	2	226	MARLOWE	$0.00
445	91	50	16590	10	6	2	227	MARLOWE	$0.00
445	91	50	16590	10	6	2	228	MARLOWE	$0.00
445	91	50	16590	10	6	2	229	MARLOWE	$0.00
445	91	50	16590	10	6	2	230	MARLOWE	$0.00
445	91	50	16590	10	5	2	250	MARLOWE	$0.00
445	91	50	16590	10	4	2	251	MARLOWE	$0.00
445	91	50	16590	10	4	2	252	MARLOWE	$0.00
445	91	50	16590	10	4	2	253	MARLOWE	$0.00
445	91	50	16590	10	4	2	254	MARLOWE	$0.00
445	91	50	16590	10	4	2	255	MARLOWE	$0.00
445	91	50	16590	10	4	2	256	MARLOWE	$0.00
445	91	50	16590	10	4	2	257	MARLOWE	$0.00
445	91	50	16590	10	4	2	258	MARLOWE	$0.00
445	91	50	16590	10	4	2	259	MARLOWE	$0.00
445	91	50	16590	10	4	2	260	MARLOWE	$0.00
445	91	50	16590	10	4	2	261	MARLOWE	$0.00
445	91	50	16590	10	5	2	262	MARLOWE	$0.00
445	91	50	16590	10	5	2	263	MARLOWE	$0.00
445	91	50	16590	10	4	2	264	MARLOWE	$0.00
445	91	50	16590	10	5	2	265	MARLOWE	$0.00
445	91	50	16590	10	4	2	266	MARLOWE	$0.00
445	91	50	16590	10	5	2	267	MARLOWE	$0.00
445	91	50	16590	10	7	3	301	MARLOWE	$0.00
445	91	50	16590	10	7	3	302	MARLOWE	$0.00
445	91	50	16590	10	7	3	303	MARLOWE	$0.00
445	91	50	16590	10	7	3	304	MARLOWE	$0.00
445	91	50	16590	10	7	3	305	MARLOWE	$0.00
445	91	50	16590	10	7	3	306	MARLOWE	$0.00
445	91	50	16590	10	7	3	307	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	3	308	MARLOWE	$0.00
445	91	50	16590	10	6	3	309	MARLOWE	$0.00
445	91	50	16590	10	5	3	310	MARLOWE	$0.00
445	91	50	16590	10	6	3	311	MARLOWE	$0.00
445	91	50	16590	10	5	3	312	MARLOWE	$0.00
445	91	50	16590	10	6	3	313	MARLOWE	$0.00
445	91	50	16590	10	5	3	314	MARLOWE	$0.00
445	91	50	16590	10	6	3	315	MARLOWE	$0.00
445	91	50	16590	10	5	3	316	MARLOWE	$0.00
445	91	50	16590	10	6	3	317	MARLOWE	$0.00
445	91	50	16590	10	6	3	318	MARLOWE	$0.00
445	91	50	16590	10	6	3	319	MARLOWE	$0.00
445	91	50	16590	10	6	3	320	MARLOWE	$0.00
445	91	50	16590	10	6	3	321	MARLOWE	$0.00
445	91	50	16590	10	6	3	322	MARLOWE	$0.00
445	91	50	16590	10	6	3	323	MARLOWE	$0.00
445	91	50	16590	10	6	3	324	MARLOWE	$0.00
445	91	50	16590	10	6	3	325	MARLOWE	$0.00
445	91	50	16590	10	6	3	326	MARLOWE	$0.00
445	91	50	16590	10	6	3	327	MARLOWE	$0.00
445	91	50	16590	10	6	3	328	MARLOWE	$0.00
445	91	50	16590	10	6	3	329	MARLOWE	$0.00
445	91	50	16590	10	6	3	330	MARLOWE	$0.00
445	91	50	16590	10	5	3	350	MARLOWE	$0.00
445	91	50	16590	10	4	3	351	MARLOWE	$0.00
445	91	50	16590	10	4	3	352	MARLOWE	$0.00
445	91	50	16590	10	4	3	353	MARLOWE	$0.00
445	91	50	16590	10	4	3	354	MARLOWE	$0.00
445	91	50	16590	10	4	3	355	MARLOWE	$0.00
445	91	50	16590	10	4	3	356	MARLOWE	$0.00
445	91	50	16590	10	4	3	357	MARLOWE	$0.00
445	91	50	16590	10	4	3	358	MARLOWE	$0.00
445	91	50	16590	10	4	3	359	MARLOWE	$0.00
445	91	50	16590	10	4	3	360	MARLOWE	$0.00
445	91	50	16590	10	4	3	361	MARLOWE	$0.00
445	91	50	16590	10	5	3	362	MARLOWE	$0.00
445	91	50	16590	10	5	3	363	MARLOWE	$0.00
445	91	50	16590	10	4	3	364	MARLOWE	$0.00
445	91	50	16590	10	5	3	365	MARLOWE	$0.00
445	91	50	16590	10	4	3	366	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	3	367	MARLOWE	$0.00
445	91	50	16590	10	7	4	401	MARLOWE	$0.00
445	91	50	16590	10	7	4	402	MARLOWE	$0.00
445	91	50	16590	10	7	4	403	MARLOWE	$0.00
445	91	50	16590	10	7	4	404	MARLOWE	$0.00
445	91	50	16590	10	7	4	405	MARLOWE	$0.00
445	91	50	16590	10	7	4	406	MARLOWE	$0.00
445	91	50	16590	10	7	4	407	MARLOWE	$0.00
445	91	50	16590	10	5	4	408	MARLOWE	$0.00
445	91	50	16590	10	6	4	409	MARLOWE	$0.00
445	91	50	16590	10	5	4	410	MARLOWE	$0.00
445	91	50	16590	10	6	4	411	MARLOWE	$0.00
445	91	50	16590	10	5	4	412	MARLOWE	$0.00
445	91	50	16590	10	6	4	413	MARLOWE	$0.00
445	91	50	16590	10	5	4	414	MARLOWE	$0.00
445	91	50	16590	10	6	4	415	MARLOWE	$0.00
445	91	50	16590	10	5	4	416	MARLOWE	$0.00
445	91	50	16590	10	6	4	417	MARLOWE	$0.00
445	91	50	16590	10	6	4	418	MARLOWE	$0.00
445	91	50	16590	10	6	4	419	MARLOWE	$0.00
445	91	50	16590	10	6	4	420	MARLOWE	$0.00
445	91	50	16590	10	6	4	421	MARLOWE	$0.00
445	91	50	16590	10	6	4	422	MARLOWE	$0.00
445	91	50	16590	10	6	4	423	MARLOWE	$0.00
445	91	50	16590	10	6	4	424	MARLOWE	$0.00
445	91	50	16590	10	6	4	425	MARLOWE	$0.00
445	91	50	16590	10	6	4	426	MARLOWE	$0.00
445	91	50	16590	10	6	4	427	MARLOWE	$0.00
445	91	50	16590	10	6	4	428	MARLOWE	$0.00
445	91	50	16590	10	6	4	429	MARLOWE	$0.00
445	91	50	16590	10	6	4	430	MARLOWE	$0.00
445	91	50	16590	10	5	4	450	MARLOWE	$0.00
445	91	50	16590	10	4	4	451	MARLOWE	$0.00
445	91	50	16590	10	4	4	452	MARLOWE	$0.00
445	91	50	16590	10	4	4	453	MARLOWE	$0.00
445	91	50	16590	10	4	4	454	MARLOWE	$0.00
445	91	50	16590	10	4	4	455	MARLOWE	$0.00
445	91	50	16590	10	4	4	456	MARLOWE	$0.00
445	91	50	16590	10	4	4	457	MARLOWE	$0.00
445	91	50	16590	10	4	4	458	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	4	4	459	MARLOWE	$0.00
445	91	50	16590	10	4	4	460	MARLOWE	$0.00
445	91	50	16590	10	4	4	461	MARLOWE	$0.00
445	91	50	16590	10	5	4	462	MARLOWE	$0.00
445	91	50	16590	10	5	4	463	MARLOWE	$0.00
445	91	50	16590	10	4	4	464	MARLOWE	$0.00
445	91	50	16590	10	5	4	465	MARLOWE	$0.00
445	91	50	16590	10	4	4	466	MARLOWE	$0.00
445	91	50	16590	10	5	4	467	MARLOWE	$0.00
445	91	51	16590	1	W	1	1	RENWICK	$0.00
445	91	51	16590	1	W	1	2	RENWICK	$0.00
445	91	51	16590	1	W	1	3	RENWICK	$0.00
445	91	51	16590	1	W	1	4	RENWICK	$0.00
445	91	51	16590	1	W	1	5	RENWICK	$0.00
445	91	51	16590	1	W	1	6	RENWICK	$0.00
445	91	51	16590	1	W	1	7	RENWICK	$0.00
445	91	51	16590	1	W	1	8	RENWICK	$0.00
445	91	51	16590	1	W	1	9	RENWICK	$0.00
445	91	51	16590	1	W	1	10	RENWICK	$0.00
445	91	51	16590	1	W	1	11	RENWICK	$0.00
445	91	51	16590	1	W	1	12	RENWICK	$0.00
445	91	51	16590	1	W	2	13	RENWICK	$0.00
445	91	51	16590	1	W	2	14	RENWICK	$0.00
445	91	51	16590	1	W	2	15	RENWICK	$0.00
445	91	51	16590	1	W	2	16	RENWICK	$0.00
445	91	51	16590	1	W	2	17	RENWICK	$0.00
445	91	51	16590	1	W	2	18	RENWICK	$0.00
445	91	51	16590	1	W	2	19	RENWICK	$0.00
445	91	51	16590	1	W	2	20	RENWICK	$0.00
445	91	51	16590	1	W	2	21	RENWICK	$0.00
445	91	51	16590	1	W	2	22	RENWICK	$0.00
445	91	51	16590	1	W	2	23	RENWICK	$0.00
445	91	51	16590	1	W	3	24	RENWICK	$0.00
445	91	51	16590	1	W	3	25	RENWICK	$0.00
445	91	51	16590	1	W	3	26	RENWICK	$0.00
445	91	51	16590	1	W	3	27	RENWICK	$0.00
445	91	51	16590	1	W	3	28	RENWICK	$0.00
445	91	51	16590	1	W	3	29	RENWICK	$0.00
445	91	51	16590	1	W	3	30	RENWICK	$0.00
445	91	51	16590	1	W	3	31	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	W	3	32	RENWICK	$0.00
445	91	51	16590	1	W	3	33	RENWICK	$0.00
445	91	51	16590	1	W	3	34	RENWICK	$0.00
445	91	51	16590	1	W	3	35	RENWICK	$0.00
445	91	51	16590	1	W	3	36	RENWICK	$0.00
445	91	51	16590	1	W	3	37	RENWICK	$0.00
445	91	51	16590	1	W	3	38	RENWICK	$0.00
445	91	51	16590	1	W	3	39	RENWICK	$0.00
445	91	51	16590	1	W	3	40	RENWICK	$0.00
445	91	51	16590	1	W	3	41	RENWICK	$0.00
445	91	51	16590	1	W	3	42	RENWICK	$0.00
445	91	51	16590	1	W	3	43	RENWICK	$0.00
445	91	51	16590	1	W	3	44	RENWICK	$0.00
445	91	51	16590	1	W	3	45	RENWICK	$0.00
445	91	51	16590	1	W	3	46	RENWICK	$0.00
445	91	51	16590	1	W	4	47	RENWICK	$0.00
445	91	51	16590	1	W	4	48	RENWICK	$0.00
445	91	51	16590	1	W	4	49	RENWICK	$0.00
445	91	51	16590	1	W	4	50	RENWICK	$0.00
445	91	51	16590	1	W	4	51	RENWICK	$0.00
445	91	51	16590	1	W	4	52	RENWICK	$0.00
445	91	51	16590	1	W	4	53	RENWICK	$0.00
445	91	51	16590	1	W	4	54	RENWICK	$0.00
445	91	51	16590	1	W	4	55	RENWICK	$0.00
445	91	51	16590	1	W	4	56	RENWICK	$0.00
445	91	51	16590	1	W	4	57	RENWICK	$0.00
445	91	51	16590	1	W	4	58	RENWICK	$0.00
445	91	51	16590	1	W	4	59	RENWICK	$0.00
445	91	51	16590	1	W	4	60	RENWICK	$0.00
445	91	51	16590	1	W	4	61	RENWICK	$0.00
445	91	51	16590	1	W	4	62	RENWICK	$0.00
445	91	51	16590	1	W	4	63	RENWICK	$0.00
445	91	51	16590	1	W	4	64	RENWICK	$0.00
445	91	51	16590	1	W	4	65	RENWICK	$0.00
445	91	51	16590	1	W	4	66	RENWICK	$0.00
445	91	51	16590	1	W	4	67	RENWICK	$0.00
445	91	51	16590	1	W	4	68	RENWICK	$0.00
445	91	51	16590	1	W	4	69	RENWICK	$0.00
445	91	51	16590	1	E	1	70	RENWICK	$0.00
445	91	51	16590	1	E	1	71	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	1	72	RENWICK	$0.00
445	91	51	16590	1	E	1	73	RENWICK	$0.00
445	91	51	16590	1	E	1	74	RENWICK	$0.00
445	91	51	16590	1	E	1	75	RENWICK	$0.00
445	91	51	16590	1	E	1	76	RENWICK	$0.00
445	91	51	16590	1	E	1	77	RENWICK	$0.00
445	91	51	16590	1	E	1	78	RENWICK	$0.00
445	91	51	16590	1	E	1	79	RENWICK	$0.00
445	91	51	16590	1	E	1	80	RENWICK	$0.00
445	91	51	16590	1	E	1	81	RENWICK	$0.00
445	91	51	16590	1	E	2	82	RENWICK	$0.00
445	91	51	16590	1	E	2	83	RENWICK	$0.00
445	91	51	16590	1	E	2	84	RENWICK	$0.00
445	91	51	16590	1	E	2	85	RENWICK	$0.00
445	91	51	16590	1	E	2	86	RENWICK	$0.00
445	91	51	16590	1	E	2	87	RENWICK	$0.00
445	91	51	16590	1	E	2	88	RENWICK	$0.00
445	91	51	16590	1	E	2	89	RENWICK	$0.00
445	91	51	16590	1	E	2	90	RENWICK	$0.00
445	91	51	16590	1	E	2	91	RENWICK	$0.00
445	91	51	16590	1	E	2	92	RENWICK	$0.00
445	91	51	16590	1	E	2	93	RENWICK	$0.00
445	91	51	16590	1	E	2	94	RENWICK	$0.00
445	91	51	16590	1	E	2	95	RENWICK	$0.00
445	91	51	16590	1	E	2	96	RENWICK	$0.00
445	91	51	16590	1	E	2	97	RENWICK	$0.00
445	91	51	16590	1	E	2	98	RENWICK	$0.00
445	91	51	16590	1	E	2	99	RENWICK	$0.00
445	91	51	16590	1	E	2	100	RENWICK	$0.00
445	91	51	16590	1	E	2	101	RENWICK	$0.00
445	91	51	16590	1	E	2	102	RENWICK	$0.00
445	91	51	16590	1	E	2	103	RENWICK	$0.00
445	91	51	16590	1	E	2	104	RENWICK	$0.00
445	91	51	16590	1	E	2	105	RENWICK	$0.00
445	91	51	16590	1	E	2	106	RENWICK	$0.00
445	91	51	16590	1	E	3	107	RENWICK	$0.00
445	91	51	16590	1	E	3	108	RENWICK	$0.00
445	91	51	16590	1	E	3	109	RENWICK	$0.00
445	91	51	16590	1	E	3	110	RENWICK	$0.00
445	91	51	16590	1	E	3	111	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	3	112	RENWICK	$0.00
445	91	51	16590	1	E	3	113	RENWICK	$0.00
445	91	51	16590	1	E	3	114	RENWICK	$0.00
445	91	51	16590	1	E	3	115	RENWICK	$0.00
445	91	51	16590	1	E	3	116	RENWICK	$0.00
445	91	51	16590	1	E	3	117	RENWICK	$0.00
445	91	51	16590	1	E	3	118	RENWICK	$0.00
445	91	51	16590	1	E	3	119	RENWICK	$0.00
445	91	51	16590	1	E	3	120	RENWICK	$0.00
445	91	51	16590	1	E	3	121	RENWICK	$0.00
445	91	51	16590	1	E	3	122	RENWICK	$0.00
445	91	51	16590	1	E	3	123	RENWICK	$0.00
445	91	51	16590	1	E	3	124	RENWICK	$0.00
445	91	51	16590	1	E	3	125	RENWICK	$0.00
445	91	51	16590	1	E	3	126	RENWICK	$0.00
445	91	51	16590	1	E	3	127	RENWICK	$0.00
445	91	51	16590	1	E	3	128	RENWICK	$0.00
445	91	51	16590	1	E	3	129	RENWICK	$0.00
445	91	51	16590	1	E	3	130	RENWICK	$0.00
445	91	51	16590	1	E	3	131	RENWICK	$0.00
445	91	51	16590	1	E	3	132	RENWICK	$0.00
445	91	51	16590	1	E	3	133	RENWICK	$0.00
445	91	51	16590	1	E	3	134	RENWICK	$0.00
445	91	51	16590	1	E	3	135	RENWICK	$0.00
445	91	51	16590	1	E	3	136	RENWICK	$0.00
445	91	51	16590	1	E	3	137	RENWICK	$0.00
445	91	51	16590	1	E	3	138	RENWICK	$0.00
445	91	51	16590	1	E	3	139	RENWICK	$0.00
445	91	51	16590	1	E	3	140	RENWICK	$0.00
445	91	51	16590	1	E	3	141	RENWICK	$0.00
445	91	51	16590	1	E	3	142	RENWICK	$0.00
445	91	51	16590	1	E	3	143	RENWICK	$0.00
445	91	51	16590	1	E	4	144	RENWICK	$0.00
445	91	51	16590	1	E	4	145	RENWICK	$0.00
445	91	51	16590	1	E	4	146	RENWICK	$0.00
445	91	51	16590	1	E	4	147	RENWICK	$0.00
445	91	51	16590	1	E	4	148	RENWICK	$0.00
445	91	51	16590	1	E	4	149	RENWICK	$0.00
445	91	51	16590	1	E	4	150	RENWICK	$0.00
445	91	51	16590	1	E	4	151	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	4	152	RENWICK	$0.00
445	91	51	16590	1	E	4	153	RENWICK	$0.00
445	91	51	16590	1	E	4	154	RENWICK	$0.00
445	91	51	16590	1	E	4	155	RENWICK	$0.00
445	91	51	16590	1	E	4	156	RENWICK	$0.00
445	91	51	16590	1	E	4	157	RENWICK	$0.00
445	91	51	16590	1	E	4	158	RENWICK	$0.00
445	91	51	16590	1	E	4	159	RENWICK	$0.00
445	91	51	16590	1	E	4	160	RENWICK	$0.00
445	91	51	16590	1	E	4	161	RENWICK	$0.00
445	91	51	16590	1	E	4	162	RENWICK	$0.00
445	91	51	16590	1	E	4	163	RENWICK	$0.00
445	91	51	16590	1	E	4	164	RENWICK	$0.00
445	91	51	16590	1	E	4	165	RENWICK	$0.00
445	91	51	16590	1	E	4	166	RENWICK	$0.00
445	91	51	16590	1	E	4	167	RENWICK	$0.00
445	91	51	16590	1	E	4	168	RENWICK	$0.00
445	91	51	16590	1	E	4	169	RENWICK	$0.00
445	91	51	16590	1	E	4	170	RENWICK	$0.00
445	91	51	16590	1	E	4	171	RENWICK	$0.00
445	91	51	16590	1	E	4	172	RENWICK	$0.00
445	91	51	16590	1	E	4	173	RENWICK	$0.00
445	91	51	16590	1	E	4	174	RENWICK	$0.00
445	91	51	16590	1	E	4	175	RENWICK	$0.00
445	91	51	16590	1	E	4	176	RENWICK	$0.00
445	91	51	16590	1	E	4	177	RENWICK	$0.00
445	91	51	16590	1	E	4	178	RENWICK	$0.00
445	91	51	16590	1	E	4	179	RENWICK	$0.00
445	91	51	16590	1	E	5	180	RENWICK	$0.00
445	91	51	16590	1	E	5	181	RENWICK	$0.00
445	91	51	16590	1	E	5	182	RENWICK	$0.00
445	91	51	16590	1	E	5	183	RENWICK	$0.00
445	91	51	16590	1	E	5	184	RENWICK	$0.00
445	91	51	16590	1	E	5	185	RENWICK	$0.00
445	91	51	16590	1	E	5	186	RENWICK	$0.00
445	91	51	16590	1	E	5	187	RENWICK	$0.00
445	91	51	16590	1	E	5	188	RENWICK	$0.00
445	91	51	16590	1	E	5	189	RENWICK	$0.00
445	91	51	16590	1	E	5	190	RENWICK	$0.00
445	91	51	16590	1	E	5	191	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	5	192	RENWICK	$0.00
445	91	51	16590	1	E	5	193	RENWICK	$0.00
445	91	51	16590	1	E	5	194	RENWICK	$0.00
445	91	51	16590	1	E	5	195	RENWICK	$0.00
445	91	51	16590	1	E	5	196	RENWICK	$0.00
445	91	51	16590	1	E	5	197	RENWICK	$0.00
445	91	51	16590	1	E	5	198	RENWICK	$0.00
445	91	51	16590	1	E	5	199	RENWICK	$0.00
445	91	51	16590	1	E	5	200	RENWICK	$0.00
445	91	51	16590	1	E	5	201	RENWICK	$0.00
445	91	51	16590	1	E	5	202	RENWICK	$0.00
445	91	51	16590	1	E	5	203	RENWICK	$0.00
445	91	51	16590	1	E	5	204	RENWICK	$0.00
445	91	51	16590	1	E	5	205	RENWICK	$0.00
445	91	51	16590	1	E	5	206	RENWICK	$0.00
445	91	51	16590	1	E	5	207	RENWICK	$0.00
445	91	51	16590	1	E	5	208	RENWICK	$0.00
445	91	51	16590	1	E	5	209	RENWICK	$0.00
445	91	51	16590	1	E	5	210	RENWICK	$0.00
445	91	51	16590	1	E	5	211	RENWICK	$0.00
445	91	51	16590	2	NA	NA	NA	RENWICK	$0.00
445	91	52	16590	2	NA	NA	NA	RENWICK	$0.00
445	91	51	16590	3	NA	NA	NA	NA	$0.00
445	91	32	16590	8	NA	NA	NA	NA	$0.00
445	91	47	16590	B	NA	NA	NA	NA	$0.00
445	91	48	16590	C	NA	NA	NA	NA	$0.00
445	231	36	16590	D	NA	NA	NA	NA	$0.00
445	231	34	16590	E	NA	NA	NA	NA	$0.00
930	248	79	16989	2	NA	NA	1	Maxfield	$1,197.48
930	248	80	16989	2	NA	NA	2	Maxfield	$1,197.48
930	248	81	16989	2	NA	NA	3	Maxfield	$842.14
930	248	82	16989	2	NA	NA	4	Maxfield	$1,197.48
930	248	83	16989	2	NA	NA	5	Maxfield	$1,197.48
930	248	84	16989	2	NA	NA	6	Maxfield	$842.14
930	248	85	16989	2	NA	NA	7	Maxfield	$842.14
930	248	86	16989	2	NA	NA	8	Maxfield	$1,197.48
930	248	87	16989	2	NA	NA	9	Maxfield	$1,197.48
930	248	88	16989	3	NA	NA	10	Maxfield	$1,197.48
930	248	89	16989	3	NA	NA	11	Maxfield	$1,197.48
930	248	90	16989	3	NA	NA	12	Maxfield	$842.14

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	248	91	16989	3	NA	NA	13	Maxfield	$842.14
930	248	92	16989	3	NA	NA	14	Maxfield	$1,197.48
930	248	93	16989	3	NA	NA	15	Maxfield	$1,197.48
930	248	94	16989	3	NA	NA	16	Maxfield	$842.14
930	248	95	16989	3	NA	NA	17	Maxfield	$1,197.48
930	248	96	16989	3	NA	NA	18	Maxfield	$1,197.48
930	248	97	16989	3	NA	NA	19	Maxfield	$1,197.48
930	248	98	16989	3	NA	NA	20	Maxfield	$1,197.48
930	248	99	16989	3	NA	NA	21	Maxfield	$842.14
930	249	0	16989	3	NA	NA	22	Maxfield	$1,197.48
930	249	1	16989	3	NA	NA	23	Maxfield	$1,197.48
930	249	2	16989	3	NA	NA	24	Maxfield	$842.14
930	249	3	16989	3	NA	NA	25	Maxfield	$842.14
930	249	4	16989	3	NA	NA	26	Maxfield	$1,197.48
930	249	5	16989	3	NA	NA	27	Maxfield	$1,197.48
930	248	61	16989	4	NA	NA	28	Maxfield	$1,197.48
930	248	62	16989	4	NA	NA	29	Maxfield	$1,197.48
930	248	63	16989	4	NA	NA	30	Maxfield	$842.14
930	248	64	16989	4	NA	NA	31	Maxfield	$842.14
930	248	65	16989	4	NA	NA	32	Maxfield	$1,197.48
930	248	66	16989	4	NA	NA	33	Maxfield	$1,197.48
930	248	67	16989	4	NA	NA	34	Maxfield	$842.14
930	248	68	16989	4	NA	NA	35	Maxfield	$1,197.48
930	248	69	16989	4	NA	NA	36	Maxfield	$1,197.48
930	248	70	16989	4	NA	NA	37	Maxfield	$1,197.48
930	248	71	16989	4	NA	NA	38	Maxfield	$1,197.48
930	248	72	16989	4	NA	NA	39	Maxfield	$842.14
930	248	73	16989	4	NA	NA	40	Maxfield	$1,197.48
930	248	74	16989	4	NA	NA	41	Maxfield	$1,197.48
930	248	75	16989	4	NA	NA	42	Maxfield	$842.14
930	248	76	16989	4	NA	NA	43	Maxfield	$842.14
930	248	77	16989	4	NA	NA	44	Maxfield	$1,197.48
930	248	78	16989	4	NA	NA	45	Maxfield	$1,197.48
930	242	20	16989	5	NA	NA	46	Maxfield	$979.20
930	242	21	16989	5	NA	NA	47	Maxfield	$1,197.48
930	242	22	16989	5	NA	NA	48	Maxfield	$671.28
930	242	23	16989	5	NA	NA	49	Maxfield	$671.28
930	242	24	16989	5	NA	NA	50	Maxfield	$1,197.48
930	242	25	16989	5	NA	NA	51	Maxfield	$979.20
930	242	26	16989	5	NA	NA	52	Maxfield	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	27	16989	5	NA	NA	53	Maxfield	$1,197.48
930	242	28	16989	5	NA	NA	54	Maxfield	$979.20
930	242	43	16989	6	NA	NA	55	Maxfield	$979.20
930	242	44	16989	6	NA	NA	56	Maxfield	$1,197.48
930	242	45	16989	6	NA	NA	57	Maxfield	$671.28
930	242	46	16989	6	NA	NA	58	Maxfield	$979.20
930	242	47	16989	6	NA	NA	59	Maxfield	$1,197.48
930	242	48	16989	6	NA	NA	60	Maxfield	$671.28
930	242	49	16989	6	NA	NA	61	Maxfield	$671.28
930	242	50	16989	6	NA	NA	62	Maxfield	$1,197.48
930	242	51	16989	6	NA	NA	63	Maxfield	$979.20
930	243	28	16989	7	NA	NA	64	Maxfield	$979.20
930	243	29	16989	7	NA	NA	65	Maxfield	$1,197.48
930	243	30	16989	7	NA	NA	66	Maxfield	$671.28
930	243	31	16989	7	NA	NA	67	Maxfield	$671.28
930	243	32	16989	7	NA	NA	68	Maxfield	$1,197.48
930	243	33	16989	7	NA	NA	69	Maxfield	$979.20
930	243	34	16989	7	NA	NA	70	Maxfield	$671.28
930	243	35	16989	7	NA	NA	71	Maxfield	$1,197.48
930	243	36	16989	7	NA	NA	72	Maxfield	$979.20
930	243	1	16989	8	NA	NA	73	Maxfield	$979.20
930	243	2	16989	8	NA	NA	74	Maxfield	$1,197.48
930	243	3	16989	8	NA	NA	75	Maxfield	$671.28
930	243	4	16989	8	NA	NA	76	Maxfield	$979.20
930	243	5	16989	8	NA	NA	77	Maxfield	$1,197.48
930	243	6	16989	8	NA	NA	78	Maxfield	$671.28
930	243	7	16989	8	NA	NA	79	Maxfield	$671.28
930	243	8	16989	8	NA	NA	80	Maxfield	$1,197.48
930	243	9	16989	8	NA	NA	81	Maxfield	$979.20
930	243	53	16989	9	10	NA	82	Maxfield	$1,197.48
930	243	54	16989	9	10	NA	83	Maxfield	$1,197.48
930	243	55	16989	9	10	NA	84	Maxfield	$842.14
930	243	56	16989	9	10	NA	85	Maxfield	$842.14
930	243	57	16989	9	10	NA	86	Maxfield	$1,197.48
930	243	58	16989	9	10	NA	87	Maxfield	$1,197.48
930	243	59	16989	9	10	NA	88	Maxfield	$842.14
930	243	60	16989	9	10	NA	89	Maxfield	$1,197.48
930	243	61	16989	9	10	NA	90	Maxfield	$1,197.48
930	243	62	16989	9	11	NA	91	Maxfield	$1,197.48
930	243	63	16989	9	11	NA	92	Maxfield	$1,197.48

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	243	64	16989	9	11	NA	93	Maxfield	$842.14
930	243	65	16989	9	11	NA	94	Maxfield	$1,197.48
930	243	66	16989	9	11	NA	95	Maxfield	$1,197.48
930	243	67	16989	9	11	NA	96	Maxfield	$842.14
930	243	68	16989	9	11	NA	97	Maxfield	$842.14
930	243	69	16989	9	11	NA	98	Maxfield	$1,197.48
930	243	70	16989	9	11	NA	99	Maxfield	$1,197.48
930	243	71	16989	10	12	NA	100	Maxfield	$1,197.48
930	243	72	16989	10	12	NA	101	Maxfield	$1,197.48
930	243	73	16989	10	12	NA	102	Maxfield	$842.14
930	243	74	16989	10	12	NA	103	Maxfield	$842.14
930	243	75	16989	10	12	NA	104	Maxfield	$1,197.48
930	243	76	16989	10	12	NA	105	Maxfield	$1,197.48
930	243	77	16989	10	12	NA	106	Maxfield	$842.14
930	243	78	16989	10	12	NA	107	Maxfield	$1,197.48
930	243	79	16989	10	12	NA	108	Maxfield	$1,197.48
930	243	80	16989	10	13	NA	109	Maxfield	$1,197.48
930	243	81	16989	10	13	NA	110	Maxfield	$1,197.48
930	243	82	16989	10	13	NA	111	Maxfield	$842.14
930	243	83	16989	10	13	NA	112	Maxfield	$1,197.48
930	243	84	16989	10	13	NA	113	Maxfield	$1,197.48
930	243	85	16989	10	13	NA	114	Maxfield	$842.14
930	243	86	16989	10	13	NA	115	Maxfield	$842.14
930	243	87	16989	10	13	NA	116	Maxfield	$1,197.48
930	243	88	16989	10	13	NA	117	Maxfield	$1,197.48
930	242	29	16989	30	NA	NA	1	Granville	$979.20
930	242	30	16989	30	NA	NA	2	Granville	$979.20
930	242	31	16989	30	NA	NA	3	Granville	$979.20
930	242	32	16989	30	NA	NA	4	Granville	$979.20
930	242	33	16989	30	NA	NA	5	Granville	$979.20
930	242	76	16989	30	2	NA	6	Granville	$1,197.48
930	242	77	16989	30	2	NA	7	Granville	$1,197.48
930	242	78	16989	30	2	NA	8	Granville	$1,197.48
930	242	79	16989	30	2	NA	9	Granville	$1,197.48
930	242	80	16989	30	2	NA	10	Granville	$1,197.48
930	242	81	16989	29	3	NA	11	Granville	$1,197.48
930	242	82	16989	29	3	NA	12	Granville	$979.20
930	242	83	16989	29	3	NA	13	Granville	$979.20
930	242	84	16989	29	3	NA	14	Granville	$979.20
930	242	85	16989	29	3	NA	15	Granville	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	86	16989	29	NA	NA	16	Granville	$979.20
930	242	87	16989	29	NA	NA	17	Granville	$979.20
930	242	88	16989	29	NA	NA	18	Granville	$979.20
930	242	89	16989	29	NA	NA	19	Granville	$979.20
930	242	90	16989	29	NA	NA	20	Granville	$979.20
930	242	91	16989	29	NA	NA	21	Granville	$979.20
930	242	92	16989	29	NA	NA	22	Granville	$1,197.48
930	242	69	16989	33	5	NA	23	Granville	$1,197.48
930	242	70	16989	33	5	NA	24	Granville	$979.20
930	242	71	16989	33	5	NA	25	Granville	$979.20
930	242	72	16989	33	5	NA	26	Granville	$979.20
930	242	73	16989	33	5	NA	27	Granville	$979.20
930	242	74	16989	33	5	NA	28	Granville	$979.20
930	242	75	16989	33	5	NA	29	Granville	$979.20
930	242	58	16989	34	NA	NA	30	Granville	$979.20
930	242	59	16989	34	NA	NA	31	Granville	$979.20
930	242	60	16989	34	NA	NA	32	Granville	$842.14
930	242	61	16989	34	NA	NA	33	Granville	$842.14
930	242	34	16989	31	NA	NA	34	Granville	$979.20
930	242	35	16989	31	NA	NA	35	Granville	$979.20
930	242	36	16989	31	NA	NA	36	Granville	$842.14
930	242	37	16989	31	NA	NA	37	Granville	$979.20
930	242	62	16989	32	8	NA	38	Granville	$979.20
930	242	63	16989	32	8	NA	39	Granville	$979.20
930	242	64	16989	32	8	NA	40	Granville	$979.20
930	242	65	16989	32	8	NA	41	Granville	$979.20
930	242	66	16989	32	8	NA	42	Granville	$979.20
930	242	67	16989	32	8	NA	43	Granville	$979.20
930	242	68	16989	32	8	NA	44	Granville	$1,197.48
930	242	38	16989	1	NA	NA	45	Granville	$979.20
930	242	39	16989	1	NA	NA	46	Granville	$979.20
930	242	40	16989	1	NA	NA	47	Granville	$979.20
930	242	41	16989	1	NA	NA	48	Granville	$979.20
930	242	42	16989	1	NA	NA	49	Granville	$979.20
930	242	1	16989	12	NA	NA	50	Granville	$979.20
930	242	2	16989	12	NA	NA	51	Granville	$979.20
930	242	3	16989	12	NA	NA	52	Granville	$979.20
930	242	4	16989	12	NA	NA	53	Granville	$979.20
930	242	5	16989	12	NA	NA	54	Granville	$979.20
930	242	6	16989	11	NA	NA	55	Granville	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	7	16989	11	NA	NA	56	Granville	$979.20
930	242	8	16989	11	NA	NA	57	Granville	$842.14
930	242	9	16989	11	NA	NA	58	Granville	$979.20
445	231	18	16989	28	NA	NA	59	Granville	$0.00
445	231	18	16989	28	NA	NA	60	Granville	$0.00
445	231	18	16989	28	NA	NA	61	Granville	$0.00
445	231	18	16989	28	NA	NA	62	Granville	$0.00
445	231	17	16989	27	NA	NA	63	Granville	$0.00
445	231	17	16989	27	NA	NA	64	Granville	$0.00
445	231	17	16989	27	NA	NA	65	Granville	$0.00
445	231	17	16989	27	NA	NA	66	Granville	$0.00
445	231	17	16989	27	NA	NA	67	Granville	$0.00
445	231	17	16989	27	NA	NA	68	Granville	$0.00
445	231	17	16989	27	NA	NA	69	Granville	$0.00
445	231	17	16989	27	NA	NA	70	Granville	$0.00
445	231	17	16989	27	NA	NA	71	Granville	$0.00
445	231	17	16989	27	NA	NA	72	Granville	$0.00
445	231	17	16989	27	NA	NA	73	Granville	$0.00
445	231	17	16989	27	NA	NA	74	Granville	$0.00
445	231	17	16989	27	NA	NA	75	Granville	$0.00
445	231	17	16989	27	NA	NA	76	Granville	$0.00
445	231	17	16989	27	NA	NA	77	Granville	$0.00
445	231	17	16989	27	NA	NA	78	Granville	$0.00
445	231	17	16989	27	NA	NA	79	Granville	$0.00
445	231	17	16989	27	NA	NA	80	Granville	$0.00
445	231	17	16989	27	NA	NA	81	Granville	$0.00
445	231	17	16989	27	NA	NA	82	Granville	$0.00
445	231	16	16989	26	NA	NA	83	Granville	$0.00
445	231	16	16989	26	NA	NA	84	Granville	$0.00
445	231	16	16989	26	NA	NA	85	Granville	$0.00
445	231	16	16989	26	NA	NA	86	Granville	$0.00
445	231	16	16989	26	NA	NA	87	Granville	$0.00
445	231	16	16989	26	NA	NA	88	Granville	$0.00
445	231	16	16989	26	NA	NA	89	Granville	$0.00
445	231	16	16989	26	NA	NA	90	Granville	$0.00
445	231	16	16989	26	NA	NA	91	Granville	$0.00
445	231	16	16989	26	NA	NA	92	Granville	$0.00
445	231	16	16989	26	NA	NA	93	Granville	$0.00
445	231	16	16989	26	NA	NA	94	Granville	$0.00
445	231	15	16989	25	NA	NA	95	Granville	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	231	15	16989	25	NA	NA	96	Granville	$0.00
445	231	15	16989	25	NA	NA	97	Granville	$0.00
445	231	15	16989	25	NA	NA	98	Granville	$0.00
445	231	15	16989	25	NA	NA	99	Granville	$0.00
445	231	15	16989	25	NA	NA	100	Granville	$0.00
445	231	15	16989	25	NA	NA	101	Granville	$0.00
445	231	15	16989	25	NA	NA	102	Granville	$0.00
445	231	14	16989	24	NA	NA	103	Granville	$0.00
445	231	14	16989	24	NA	NA	104	Granville	$0.00
445	231	14	16989	24	NA	NA	105	Granville	$0.00
445	231	13	16989	23	NA	NA	106	Granville	$0.00
445	231	13	16989	23	NA	NA	107	Granville	$0.00
445	231	13	16989	23	NA	NA	108	Granville	$0.00
445	231	13	16989	23	NA	NA	109	Granville	$0.00
445	231	13	16989	23	NA	NA	110	Granville	$0.00
445	231	12	16989	22	NA	NA	111	Granville	$0.00
445	231	12	16989	22	NA	NA	112	Granville	$0.00
445	231	12	16989	22	NA	NA	113	Granville	$0.00
445	231	12	16989	22	NA	NA	114	Granville	$0.00
445	231	12	16989	22	NA	NA	115	Granville	$0.00
445	231	12	16989	22	NA	NA	116	Granville	$0.00
445	231	12	16989	22	NA	NA	117	Granville	$0.00
445	231	12	16989	22	NA	NA	118	Granville	$0.00
445	231	12	16989	22	NA	NA	119	Granville	$0.00
445	231	11	16989	21	NA	NA	120	Granville	$0.00
445	231	11	16989	21	NA	NA	121	Granville	$0.00
445	231	11	16989	21	NA	NA	122	Granville	$0.00
445	231	11	16989	21	NA	NA	123	Granville	$0.00
445	231	11	16989	21	NA	NA	124	Granville	$0.00
445	231	11	16989	21	NA	NA	125	Granville	$0.00
930	242	10	16989	15	NA	NA	1	Chelsea	$1,415.74
930	242	11	16989	15	NA	NA	2	Chelsea	$979.20
930	242	12	16989	15	NA	NA	3	Chelsea	$1,415.74
930	242	13	16989	15	NA	NA	4	Chelsea	$1,415.74
930	242	14	16989	15	NA	NA	5	Chelsea	$1,415.74
930	242	15	16989	15	NA	NA	6	Chelsea	$1,415.74
930	242	16	16989	15	NA	NA	7	Chelsea	$1,415.74
930	242	17	16989	15	NA	NA	8	Chelsea	$1,415.74
930	242	18	16989	15	NA	NA	9	Chelsea	$1,415.74
930	242	19	16989	15	NA	NA	10	Chelsea	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	52	16989	16	NA	NA	11	Chelsea	$979.20
930	242	53	16989	16	NA	NA	12	Chelsea	$1,415.74
930	242	54	16989	16	NA	NA	13	Chelsea	$1,415.74
930	242	55	16989	16	NA	NA	14	Chelsea	$1,415.74
930	242	56	16989	16	NA	NA	15	Chelsea	$1,415.74
930	242	57	16989	16	NA	NA	16	Chelsea	$979.20
930	243	19	16989	14	NA	NA	17	Chelsea	$979.20
930	243	20	16989	14	NA	NA	18	Chelsea	$1,415.74
930	243	21	16989	14	NA	NA	19	Chelsea	$1,415.74
930	243	22	16989	14	NA	NA	20	Chelsea	$1,415.74
930	243	23	16989	14	NA	NA	21	Chelsea	$1,415.74
930	243	24	16989	14	NA	NA	22	Chelsea	$1,415.74
930	243	25	16989	14	NA	NA	23	Chelsea	$1,415.74
930	243	26	16989	14	NA	NA	24	Chelsea	$979.20
930	243	27	16989	14	NA	NA	25	Chelsea	$979.20
930	243	10	16989	14	NA	NA	26	Chelsea	$979.20
930	243	11	16989	14	NA	NA	27	Chelsea	$1,415.74
930	243	12	16989	14	NA	NA	28	Chelsea	$1,415.74
930	243	13	16989	14	NA	NA	29	Chelsea	$1,415.74
930	243	14	16989	14	NA	NA	30	Chelsea	$1,415.74
930	243	15	16989	14	NA	NA	31	Chelsea	$1,415.74
930	243	16	16989	14	NA	NA	32	Chelsea	$1,415.74
930	243	17	16989	14	NA	NA	33	Chelsea	$1,415.74
930	243	18	16989	14	NA	NA	34	Chelsea	$979.20
445	231	6	16989	13	5	NA	35	Chelsea	$1,197.48
445	231	6	16989	13	5	NA	36	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	37	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	38	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	39	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	40	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	41	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	42	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	43	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	44	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	45	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	46	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	47	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	48	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	49	Chelsea	$1,415.74
930	247	25	16989	20	NA	NA	50	Chelsea	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	247	26	16989	20	NA	NA	51	Chelsea	$1,197.48
930	247	27	16989	20	NA	NA	52	Chelsea	$1,415.74
930	247	28	16989	20	NA	NA	53	Chelsea	$1,415.74
930	247	29	16989	20	NA	NA	54	Chelsea	$1,415.74
930	247	30	16989	20	NA	NA	55	Chelsea	$1,415.74
930	247	31	16989	20	NA	NA	56	Chelsea	$1,415.74
930	247	32	16989	20	NA	NA	57	Chelsea	$1,415.74
930	247	33	16989	20	NA	NA	58	Chelsea	$1,197.48
930	247	19	16989	20	NA	NA	59	Chelsea	$1,197.48
930	247	20	16989	20	NA	NA	60	Chelsea	$1,415.74
930	247	21	16989	20	NA	NA	61	Chelsea	$1,415.74
930	247	22	16989	20	NA	NA	62	Chelsea	$1,415.74
930	247	23	16989	20	NA	NA	63	Chelsea	$1,415.74
930	247	24	16989	20	NA	NA	64	Chelsea	$1,197.48
930	247	1	16989	19	NA	NA	65	Chelsea	$1,197.48
930	247	2	16989	19	NA	NA	66	Chelsea	$1,415.74
930	247	3	16989	19	NA	NA	67	Chelsea	$1,415.74
930	247	4	16989	19	NA	NA	68	Chelsea	$1,415.74
930	247	5	16989	19	NA	NA	69	Chelsea	$1,415.74
930	247	6	16989	19	NA	NA	70	Chelsea	$1,415.74
930	247	7	16989	19	NA	NA	71	Chelsea	$1,415.74
930	247	8	16989	19	NA	NA	72	Chelsea	$1,415.74
930	247	9	16989	19	NA	NA	73	Chelsea	$1,197.48
930	247	10	16989	19	NA	NA	74	Chelsea	$1,197.48
930	247	11	16989	19	NA	NA	75	Chelsea	$1,415.74
930	247	12	16989	19	NA	NA	76	Chelsea	$1,415.74
930	247	13	16989	19	NA	NA	77	Chelsea	$1,415.74
930	247	14	16989	19	NA	NA	78	Chelsea	$1,415.74
930	247	15	16989	19	NA	NA	79	Chelsea	$1,415.74
930	247	16	16989	19	NA	NA	80	Chelsea	$1,415.74
930	247	17	16989	19	NA	NA	81	Chelsea	$1,415.74
930	247	18	16989	19	NA	NA	82	Chelsea	$1,197.48
930	243	37	16989	17	11	NA	83	Chelsea	$1,197.48
930	243	38	16989	17	11	NA	84	Chelsea	$1,415.74
930	243	39	16989	17	11	NA	85	Chelsea	$1,415.74
930	243	40	16989	17	11	NA	86	Chelsea	$1,415.74
930	243	41	16989	17	11	NA	87	Chelsea	$1,415.74
930	243	42	16989	17	11	NA	88	Chelsea	$1,197.48
930	243	43	16989	18	12	NA	89	Chelsea	$1,197.48
930	243	44	16989	18	12	NA	90	Chelsea	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	243	45	16989	18	12	NA	91	Chelsea	$1,415.74
930	243	46	16989	18	12	NA	92	Chelsea	$1,415.74
930	243	47	16989	18	12	NA	93	Chelsea	$1,415.74
930	243	48	16989	18	12	NA	94	Chelsea	$1,415.74
930	243	49	16989	18	12	NA	95	Chelsea	$1,415.74
930	243	50	16989	18	12	NA	96	Chelsea	$1,415.74
930	243	51	16989	18	12	NA	97	Chelsea	$1,197.48
930	243	52	16989	18	12	NA	98	Chelsea	$1,415.74
445	231	24	16989	M	NA	NA	NA	Chelsea	$0.00
445	231	25	16989	Z	NA	NA	NA	Chelsea	$0.00
445	231	26	16989	AA	NA	NA	NA	Chelsea	$0.00
445	231	27	16989	L	NA	NA	NA	Chelsea	$0.00
445	231	28	16989	BB	NA	NA	NA	Granville	$0.00
445	231	29	16989	Q	NA	NA	NA	Granville	$0.00
445	231	30	16989	P	NA	NA	NA	Granville	$0.00
445	231	31	16989	N	NA	NA	NA	Granville	$0.00
445	231	32	16989	O	NA	NA	NA	Granville	$0.00
445	231	33	16989	R	NA	NA	NA	Granville	$0.00
445	231	34	16989	W	NA	NA	NA	NA	$0.00
445	231	19	16989	H	NA	NA	NA	Maxfield	$0.00
445	231	20	16989	G	NA	NA	NA	Maxfield	$0.00
445	231	22	16989	X	NA	NA	NA	Chelsea	$0.00
445	231	23	16989	J	NA	NA	NA	Chelsea	$0.00
445	241	17	16989	E	NA	NA	NA	Maxfield	$0.00
445	241	18	16989	D	NA	NA	NA	Maxfield	$0.00
445	241	19	16989	C	NA	NA	NA	Maxfield	$0.00
445	241	20	16989	B	NA	NA	NA	Granville	$0.00
445	241	21	16989	I	NA	NA	NA	Granville	$0.00
445	241	22	16989	A	NA	NA	NA	Granville	$0.00
445	241	23	16989	U	NA	NA	NA	Granville	$0.00
445	241	25	16989	T	NA	NA	NA	Granville	$0.00
445	241	26	16989	S	NA	NA	NA	Granville	$0.00
445	241	27	16989	Y	NA	NA	NA	Chelsea	$0.00
445	241	28	16989	K	NA	NA	NA	Chelsea	$0.00
445	241	29	16989	W	NA	NA	NA	Chelsea	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	241	24	16989	V	NA	NA	NA	Granville	$0.00

MAJOR CONCLUSIONS

NUMBER OF PARCELS TAXED BY CFD NO. 2004-1	**607**
NUMBER OF PARCELS WITHIN CFD NO. 2004-1	**1,356**
TOTAL SPECIAL TAX LEVY FY 2016/2017	**$614,093.94**

Administration Report
Fiscal Year 2016/2017

Santa Ana Unified School District
Community Facilities District No. 2004-1

June 28, 2016

Prepared For:
Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701
T 714.558.5501

Prepared By:
Dolinka Group, LLC
8955 Research Drive
Irvine, CA 92618
T 949.250.8300
F 949.250.8301

DOLINKA GROUP

Table of Contents

Section **Page**

Introduction ---- **1**

I. Fiscal Year 2015/2016 Levy Summary ---- **3**
A. Special Tax Levy ---- 3
B. Special Tax Delinquencies ---- 3

II. Financial Activity ---- **4**
A. Sources of Funds ---- 4
B. Uses of Funds ---- 5
C. Fund and Account Balances ---- 6

III. Senate Bill 165 Compliance ---- **7**
A. Authorized Facilities ---- 7
B. Bond Proceeds ---- 8
C. Construction/Acquisition Accounts ---- 9
D. Special Tax Fund ---- 10

IV. Minimum Annual Special Tax Requirement ---- **12**

V. Development Summary ---- **13**

VI. Fiscal Year 2016/2017 Levy Summary ---- **14**

Exhibits

Exhibit A: First Amended Rate and Method of Apportionment
Exhibit B: Summary of Transactions for Funds and Accounts
Exhibit C: Annual Special Tax Roll for Fiscal Year 2016/2017

Introduction

This Administration Report ("Report") provides an analysis of the financial and administrative obligations of Community Facilities District ("CFD") No. 2004-1 of the Santa Ana Unified School District ("School District"), pursuant to the First Amended Rate and Method of Apportionment ("RMA") attached as Exhibit A, for the purpose of calculating the Annual Special Tax levy for Fiscal Year 2016/2017. In calculating the Annual Special Tax levy for Fiscal Year 2016/2017, the Report describes (i) the remaining financial obligations of CFD No. 2004-1 for Fiscal Year 2015/2016, (ii) the financial obligations of CFD No. 2004-1 for Fiscal Year 2016/2017, and (iii) the amount of new development which has occurred within the boundaries of CFD No. 2004-1.

The Report is organized into the following sections:

Section I

Section I provides a description of the Assigned Annual Special Tax levy for Fiscal Year 2015/2016 including any delinquent Annual Special Taxes.

Section II

On September 14, 2005 the 2005 Special Tax Bonds ("2005 Bonds") were issued by CFD No. 2004-1 in the amount of $11,785,000. The Bonds were issued for the purpose of financing the Authorized Facilities of CFD No. 2004-1, pursuant to the Resolution of Intention ("ROI") and are secured by and repaid from the levy of Annual Special Taxes within CFD No. 2004-1. On July 30, 2015, the 2015 Special Tax Refunding Bonds ("2015 Bonds, collectively with the 2005 Bonds, “Bonds”), were issued by CFD No. 2004-1 in the amount of $7,735,000. The 2015 Bonds were issued for the purpose of refunding the outstanding 2005 Bonds and for financing the acquisition of certain school facilities to be owned and operated by the School District.

Section II examines the financial activity within the various funds and accounts established pursuant to the 2002 Bond Indenture ("2002 Indenture") dated August 1, 2005 by and between CFD No. 2004-1 and The Bank of New York Trust Company, NA ("Fiscal Agent") and the 2015 Bond Indenture (“2015 Indenture, collectively with the 2002 Indenture, “Indentures”) by and between CFD No. 2004-1 and the Fiscal Agent from July 1, 2015 to April 30, 2016. A summary is provided which lists all disbursements, Annual Special Tax receipts, and interest earnings.

Section III

Section III contains a description of (i) the initial allocation of Bond proceeds and (ii) the expenditure of Special Taxes and Bond proceeds to fund Authorized Facilities of CFD No. 2004-1 through April 30, 2016, as directed by Senate Bill 165 ("SB 165").

Section IV

Section IV calculates the Minimum Annual Special Tax Requirement based on the financial obligations of CFD No. 2004-1 for Fiscal Year 2016/2017.

Section V

Section V provides (i) a description of the Special Tax classifications and (ii) an update of the development which has occurred in CFD No. 2004-1.

Section VI

Section VI describes the methodology used to apportion the Minimum Annual Special Tax Requirement among the properties within CFD No. 2004-1 and lists the Assigned Annual Special Tax rates for Fiscal Year 2016/2017.

I. Fiscal Year 2015/2016 Levy Summary

A. Special Tax Levy

The aggregate Assigned Annual Special Tax levy of CFD No. 2004-1 in Fiscal Year 2015/2016 as well as a summary of the levy can be found in the table below.

Assigned Annual Special Tax Rates
For Fiscal Year 2015/2016

Unit Type	Tax Class	Building Square Footage	Number of Units/Acres	Assigned Annual Special Tax Rate	Total Assigned Annual Special Taxes
Developed Property					
Market Rate	1	< 1,250	182 Units	$658.12 per Unit	$119,777.84
Market Rate	2	1,251 - 1,500	54 Units	$825.62 per Unit	$44,583.48
Market Rate	3	1,501 - 1,750	113 Units	$960.00 per Unit	$108,480.00
Market Rate	4	1,751 - 2,000	135 Units	$1,174.00 per Unit	$158,490.00
Market Rate	5	> 2,000	123 Units	$1,387.98 per Unit	$170,721.54
Affordable	A	NA	0 Units	$0.00 per Unit	$0.00
Commercial Property	C	NA	0.00 SF	$0.00 per SF	$0.00
Developed Property Subtotal			*607 Units*	*NA*	*$602,052.86*
Undeveloped Property					
Planning Area No. 1			1.00 Acres	$0.00 per Acre	$0.00
Planning Area No. 2			4.44 Acres	$0.00 per Acre	$0.00
Planning Area No. 3			3.91 Acres	$0.00 per Acre	$0.00
Planning Area No. 4			0.00 Acres	$0.00 per Acre	$0.00
Planning Area No. 5			2.27 Acres	$0.00 per Acre	$0.00
Undeveloped Property Subtotal			*11.61 Acres [1]*	*NA*	*$0.00*
Total					**$602,052.86**

[1] Acreage is rounded to the nearest hundredth.

B. Special Tax Delinquencies

Dolinka Group, LLC has received delinquency information for CFD No. 2004-1 for the First Installment of Fiscal Year 2015/2016 from the County of Orange ("County"). For the First Installment of Fiscal Year 2015/2016 (as of February 4, 2016), $14,821.73 in Annual Special Taxes were delinquent yielding a delinquency rate of 4.92%.

The County of Orange ("County") and CFD No. 2004-1 participate in an alternative method for the distribution of secured property taxes, known as the "Teeter Plan", wherein CFD No. 2004-1 receives the total annual Special Tax levy, including delinquent Special Taxes which have yet to be collected. The County establishes a delinquency reserve and assumes responsibility for all Special Tax delinquencies, and, thus, the County retains all delinquent Special Tax collections along with any accrued interest and penalties. The Teeter Plan provides CFD No. 2004-1 with stable cash flow and eliminates collection risk. There is no guarantee the County will continue to employ the Teeter Plan for the distribution of CFD No. 2004-1 Special Taxes in future Fiscal Years.

II. Financial Activity

This section summarizes the activity within the various funds and accounts created by the Indentures. For a more detailed description of the various funds and accounts, please see Section 3.01 of the respective Indentures. A detailed analysis of all transactions within these funds and accounts for this period is included as Exhibit B.

A. Sources of Funds

Sources of funds for CFD No. 2004-1 for the period of July 1, 2015 to April 30, 2016 are summarized in the table below.

Sources of Funds
July 1, 2015 – April 30, 2016

Sources	Amount
Bond Proceeds [1]	$7,488,888.85
Special Tax Receipts	$406,745.04
Investment Earnings [2]	$5.36
Miscellaneous	$0.00
Total	**$7,895,639.25**

[1] Represents the initial deposit of the 2015 Bond proceeds.
[2] Data summarized in the table below.

Investment Earnings
July 1, 2015 – April 30, 2016

Funds and Accounts	Amount
2015 Acquisition and Construction Fund	$0.00
2015 Administrative Expense Account	$0.00
2015 Alt Penalty Account	$0.00
2015 Bond Proceeds	$0.00
2015 Cost of Issuance	$0.00
2015 Debt Service Account	$0.00
2015 Escrow Fund	$0.00
2015 Rebate Account	$0.00
2015 Redemption Account	$0.00
2015 Reserve Fund	$0.00
2015 Special Tax Fund	$0.00
2015 Surplus Fund	$0.00
2015 Water Facilities Subaccount	$0.00
Acquisition and Construction Fund	$0.00
Administrative Expense Account	$1.29
Fire Facilities Subaccount	$0.00
Interest Account	$0.00
Letter of Credit Account	$0.00
Principal Account	$0.00
Redemption Account	$0.00
Reserve Fund	$0.00
Special Tax Fund	$4.07
Surplus Fund	$0.00
Water Facilities Subaccount	$0.00
Total	**$5.36**

B. Uses of Funds

Uses of funds for CFD No. 2004-1 for the period of July 1, 2015 to April 30, 2016 are summarized in the table below.

Uses of Funds
July 1, 2015 – April 30, 2016

Funds and Accounts	Amount
Interest Payments	$346,540.91
Principal Payments [1]	$7,660,000.00
Acquisition/Construction Payments	$0.00
Administrative Expenses [2]	$194,323.38
Miscellaneous [3]	$278.90
Total	**$8,201,143.19**

[1] Includes $7,540,000.00 used to redeem the 2005 Special Tax Bonds.
[2] Includes $181,953.06 in Cost of Issuance payments related to the refunding of the 2005 Special Tax Bonds.
[3] Miscellaneous Use of Funds in the amount of $278.90 from the Special Tax Fund was due to reimbursement of overpaid Special Taxes to a taxpayer.

C. Fund and Account Balances

The balances as of April 30, 2016 in the funds and accounts established pursuant to the Indenture are shown in the table below.

Fund and Account Balances
As of April 30, 2016

Funds and Accounts	Amount
2015 Acquisition and Construction Fund	$0.00
2015 Administrative Expense Account	$0.00
2015 Alt Penalty Account	$0.00
2015 Bond Proceeds	$0.00
2015 Cost of Issuance	$10,452.27
2015 Debt Service Account	$0.00
2015 Escrow Fund	$0.00
2015 Rebate Account	$0.00
2015 Redemption Account	$0.00
2015 Reserve Fund	$681,200.00
2015 Special Tax Fund	$218,481.36
2015 Surplus Fund	$0.00
2015 Water Facilities Subaccount	$178,993.93
Acquisition and Construction Fund	$0.00
Administrative Expense Account	$37,630.97
Fire Facilities Subaccount	$0.00
Interest Account	$0.00
Letter of Credit Account [1]	$1.00
Principal Account	$0.00
Redemption Account	$0.00
Reserve Fund	$0.00
Special Tax Fund	$147,094.12
Surplus Fund	$0.00
Water Facilities Subaccount	$0.00
Total	**$1,273,853.65**

[1] Value represents Letter of Credit for 2005 Bonds, account is closed as of July 30, 2015.

III. Senate Bill 165 Compliance

The Board of Education ("Board") of the School District, pursuant to the provisions of the Local Agency Special Tax and Bond Accountability Act ("Accountability Act"), has directed the filing of the Special Tax and Bond Accountability Report for CFD No. 2004-1. According to SB 165, any local special tax and/or bond measure subject to voter approval on or after January 1, 2001, must follow the requirements of the Accountability Act. All capitalized terms herein are used as defined in the RMA of CFD No. 2004-1.

A. Authorized Facilities

Pursuant to the Mello Roos Community Facilities Act of 1982, as Amended ("Act"), CFD No. 2004-1 can only be used to fund the "Authorized Facilities" as outlined at the time of formation. As provided in the Resolution of Intention ("ROI"), authorized facilities include:

School Facilities:

School Facilities to be owned and operated by the Santa Ana Unified School District include, without limitation, classrooms, multi-purpose, administration and auxiliary space at a school, and interim housing, together with furniture, equipment and technology, needed by the Santa Ana Unified School District in order to mitigate the impact on school facilities of the student population to be generated as a result of the development of the property to be included within CFD No. 2004-1, together with all land or interests in land required for the construction of such School Facilities, and central support and administrative facilities, transportation and special education facilities, including any incidental school administration and transportation center improvements.

Non-School Facilities:

Non-School Facilities include water and sewer facilities to be owned and operated by the Irvine Ranch Water District, fire facilities to be owned and operated by Orange County Fire Authority, and all appurtenances and appurtenant work in connection with the Non-School Facilities.

Incidental Expenses:

Incidental Expenses include the cost of engineering, planning and designing the Facilities, and paying all costs associated with the creation of CFD No. 2004-1, the issuance of the Bonds, the determination of the amount of special taxes to be levied and costs otherwise incurred in order to carry out the authorized purposes of CFD No. 2004-1 and administering CFD No. 2004-1.

B. Bond Proceeds

In accordance with the Indenture by and between the School District and the Fiscal Agent, the proceeds of the Bonds of CFD No. 2004-1 were deposited into the funds and accounts shown in the table below.

Initial Deposit of 2005 Bond Proceeds

Funds, Accounts and Subaccounts	Amount
School Facilities Account of the Acquisition and Construction Fund	$5,500,000.00
Fire Facilities Account of the Acquisition and Construction Fund	$900,000.00
Costs of Issuance Account [1]	$697,676.59
Water Facilities Account of the Acquisition and Construction Fund	$2,410,000.00
Reserve Fund	$1,032,282.90
Interest Account	$0.00
Capitalized Interest Subaccount of the Interest Account	$1,145,040.51
Special Tax Fund	$0.00
Administrative Expense Fund	$100,000.00
Total [1]	**$11,785,000.00**

[1] Total amount includes the Underwriter's Discount of $223,915.00. However, the actual amount deposited in the Costs of Issuance Account was $473,761.59.

Initial Deposit of 2015 Bond Proceeds

Funds, Accounts and Subaccounts	Amount
Escrow Fund [1]	$6,615,283.52
Reserve Account	$681,200.00
Costs of Issuance Account [2]	$438,516.48
Total [2]	**$7,735,000.00**

[1] Total Amount includes Prior Bond Funds in the amount of $1,236,578.98. The actual amount deposited in the Escrow Fund was $7,851,862.50.
[2] Total amount includes the Underwriter's Discount of $97,847.75 and Net Original Issue Discount of $148,263.40. The actual amount deposited in the Costs of Issuance Account was $192,405.33.

C. Construction/Acquisition Accounts

The tables below show the accruals and expenditures in the construction/acquisition accounts of CFD No. 2004-1 through April 30, 2016, for the construction of Authorized Facilities.

Fire Facilities Account

Balance as of September 14, 2005		**$900,000.00**
Previously Accrued	**$63,788.46**	
Previously Expended	**($890,684.13)**	
Balance as of May 1, 2015		**$73,104.33**
Accruals		**$0.00**
Expenditures		**($73,104.33)**
Transfer to 2015 Water Facilities Account	($73,104.33)	
Balance as of April 30, 2016		**$0.00**

Water Facilities Account

Balance as of September 14, 2005		**$2,410,000.00**
Previously Accrued	**$244,009.78**	
Previously Expended	**($2,548,120.18)**	
Balance as of May 1, 2015		**$105,889.60**
Accruals		**$0.00**
Expenditures		**($105,889.60)**
Transfer to 2015 Water Facilities Account	**($105,889.60)**	
Balance as of April 30, 2016		**$0.00**

2015 Water Facilities Account

Balance as of July 30, 2015		**$0.00**
Accruals		**$178,993.93**
Transfer from 2005 Water Facilities Account	$105,889.60	
Transfer from 2005 Fire Facilities Account	$73,104.33	
Expenditures		**$0.00**
Balance as of April 30, 2016		**$178,993.93**

2015 Acquisition and Construction Account

Balance as of July 30, 2015		**$0.00**
Accruals		**$0.00**
Expenditures		**$0.00**
Balance as of April 30, 2016		**$0.00**

D. Special Tax Fund

Each Fiscal Year, CFD No. 2004-1 will levy, collect, and expend Annual Special Taxes in an amount necessary to pay interest and principal to bondholders, cover Administrative Expenses, and fund school facilities necessary to serve students generated from residential units constructed within the boundaries of CFD No. 2004-1. The table below presents a detailed listing of the Annual Special Taxes collected and expended from September 14, 2005 through April 30, 2016.

2005 Special Tax Fund

Balance as of September 14, 2005		**$0.00**
Previously Accrued	**$5,762,070.67**	
Previously Expended	**($5,554,818.25)**	
Balance as of May 1, 2015		**$207,252.42**
Accruals		**$390,807.63**
Special Tax Receipts	$390,803.56	
Interest Earnings	$4.07	
Expenditures		**($450,965.93)**
Transfer to Escrow Fund	($311,862.50)	
Miscellaneous Expense [1]	($278.90)	
Transfer to 2015 Special Tax Fund	($138,824.53)	
Balance as of April 30, 2016		**$147,094.12**

[1] Miscellaneous expense in the amount of $278.90 was due to reimbursement of overpaid Special Taxes to a taxpayer.

2015 Special Tax Fund

Balance as of July 30, 2015		**$0.00**
Accruals		**$373,159.77**
Special Tax Receipts	$234,335.24	
Transfer from 2005 Special Tax Fund	$138,824.53	
Expenditures		**($154,678.41)**
Transfer to 2015 Debt Service Account	($154,678.41)	
Balance as of April 30, 2016		**$218,481.36**

Surplus Fund

Balance as of September 14, 2005		**$0.00**
Previously Accrued	**$525,000.00**	
Previously Expended	**($375,000.00)**	
Balance as of May 1, 2015		**$150,000.00**
Accruals		**$0.00**
Expenditures		**($150,000.00)**
Transfer to Additional School Facilities Fund [1]	($150,000.00)	
Balance as of April 30, 2016		**$0.00**

[1] Account is held by the School District.

2015 Surplus Fund

Balance as of July 30, 2015		**$0.00**
Accruals		**$0.00**
Expenditures		**$0.00**
Balance as of April 30, 2016		**$0.00**

Additional School Facilities Fund [1]

Balance as of September 14, 2005		**$0.00**
Previously Accrued	**$375,000.00**	
Previously Expended	**($375,000.00)**	
Balance as of May 1, 2015		**$0.00**
Accruals		**$150,000.00**
Transfer from Surplus Fund	$150,000.00	
Expenditures [2]		**($0.00)**
Balance as of April 30, 2016		**$150,000.00**

[1] Account is held by the School District.
[2] Information is unavailable at the time of this Report. An addendum shall be prepared once information becomes available.

IV. Minimum Annual Special Tax Requirement

For Fiscal Year 2016/2017, the Minimum Annual Special Tax Requirement for CFD No. 2004-1, as calculated pursuant to the RMA, can be found in the table below.

Minimum Annual Special Tax Requirement [1]
For Fiscal Year 2016/2017

FY 2015/2016 Current and Projected Funds		**$560,883.30**
Balance of the Special Tax Fund (as of April 30, 2016)	$365,575.48	
Projected Special Tax Receipts	$195,307.82	
FY 2015/2016 Remaining Obligations		**$436,953.13**
Interest Payment Due September 1, 2016	$131,953.13	
Principal Payment Due September 1, 2016	$180,000.00	
Administrative Expense Budget for Fiscal Year 2015/2016	$50,000.00	
Additional School Facilities Budget for Fiscal Year 2015/2016	$75,000.00	
FY 2015/2016 Surplus/(Draw on Reserve)		**$123,930.17**
FY 2016/2017 Obligations		**$738,024.11**
Interest Payment Due March 1, 2017	$130,153.13	
Interest Payment Due September 1, 2017	$130,153.13	
Principal Payment Due September 1, 2017	$215,000.00	
Additional School Facilities Budget for Fiscal Year 2016/2017	$75,000.00	
Administrative Expense Budget for Fiscal Year 2016/2017	$51,000.00	
Anticipated Special Tax Delinquencies (4.92%)	$30,213.42	
Surplus Special Taxes	$106,504.43	
Minimum Annual Special Tax Requirement		**$614,093.94**

V. Development Summary

Each Fiscal Year, the School District calculates the Annual Special Taxes to be levied against Taxable Property within CFD No. 2004-1. Taxable Property is classified based on the issuance of a Building Permit. Specifically, Developed Property means, for any Fiscal Year, all Assessor's Parcels in CFD No. 2004-1 for which a Building Permit has been issued as of May 1 of the previous Fiscal Year, provided that the Assessor's Parcel was created prior to January 1 of the prior Fiscal Year and that each such Assessor's Parcel is associated with a Lot. The table below summarizes the Special Tax classification within CFD No. 2004-1 for the previous Fiscal Year and Fiscal Year 2016/2017.

Special Tax Classification

Unit Type	Tax Class	Building Square Footage	Previous Fiscal Year	Fiscal Year 2016/2017
Developed Property				
Market Rate	1	< 1,250	182 Units	182 Units
Market Rate	2	1,251 - 1,500	54 Units	54 Units
Market Rate	3	1,501 - 1,750	113 Units	113 Units
Market Rate	4	1,751 - 2,000	135 Units	135 Units
Market Rate	5	> 2,000	123 Units	123 Units
Affordable	A	NA	0 Units	0 Units
Commercial Property	C	NA	0.00 SF	0.00 SF
Developed Property Subtotal			*607 Units*	*607 Units*
Undeveloped Property				
Planning Area No. 1			1.00 Acres	1.00 Acres
Planning Area No. 2			4.44 Acres	4.44 Acres
Planning Area No. 3			3.91 Acres	3.91 Acres
Planning Area No. 4			0.00 Acres	0.00 Acres
Planning Area No. 5			2.27 Acres	2.27 Acres
Undeveloped Property Subtotal			*11.61 Acres*	*11.61 Acres*
Total			**607 Units**	**607 Units**

VI. Fiscal Year 2016/2017 Levy Summary

The Special Tax rates of CFD No. 2004-1 needed to meet the Minimum Annual Special Tax Requirement for Fiscal Year 2016/2017 are shown in the table below. The Special Tax roll, which lists the actual Special Tax levied against each Assessor's Parcel, is included as Exhibit C. For a more detailed explanation of the methodology used to apportion the Minimum Annual Special Tax Requirement among Developed Property and Undeveloped Property, please see the RMA.

Assigned Annual Special Tax Rates
For Fiscal Year 2016/2017

Unit Type	Tax Class	Building Square Footage	Number of Units/Acres	Assigned Annual Special Tax Rate	Total Assigned Annual Special Taxes
Developed Property					
Market Rate	1	< 1,250	182 Units	$671.28 per Unit	$119,777.84
Market Rate	2	1,251 - 1,500	54 Units	$842.14 per Unit	$44,583.48
Market Rate	3	1,501 - 1,750	113 Units	$979.20 per Unit	$108,480.00
Market Rate	4	1,751 - 2,000	135 Units	$1,197.48 per Unit	$158,490.00
Market Rate	5	> 2,000	123 Units	$1,415.74 per Unit	$170,721.54
Affordable	A	NA	0 Units	$0.00 per Unit	$0.00
Commercial Property	C	NA	0.00 SF	$0.00 per SF	$0.00
Developed Property Subtotal			*607 Units*	*NA*	*$614,093.94*
Undeveloped Property					
Planning Area No. 1			1.00 Acres	$0.00 per Acre	$0.00
Planning Area No. 2			4.44 Acres	$0.00 per Acre	$0.00
Planning Area No. 3			3.91 Acres	$0.00 per Acre	$0.00
Planning Area No. 4			0.00 Acres	$0.00 per Acre	$0.00
Planning Area No. 5			2.27 Acres	$0.00 per Acre	$0.00
Undeveloped Property Subtotal			*11.61 Acres* [1]	*NA*	*$0.00*
Total					**$614,093.94**

[1] Acreage is rounded to the nearest hundredth.

S:\Clients\Santa Ana Unified SD\SADM\CFDs\CFD No. 2004-1\FY1617\Reports\Annual_SB165 Report\Adm Rpt_16730-1301_Fn.PDF

Exhibit A

First Amended Rate and Method of Apportionment

FIRST AMENDED
RATE AND METHOD OF APPORTIONMENT FOR
COMMUNITY FACILITIES DISTRICT NO. 2004-1
OF SANTA ANA UNIFIED SCHOOL DISTRICT

The following sets forth the First Amended Rate and Method of Apportionment ("RMA") for the levy and collection of Special Taxes by Community Facilities District No. 2004-1 ("CFD No. 2004-1") of the Santa Ana Unified School District ("School District"). A Special Tax shall be levied on and collected in CFD No. 2004-1 each Fiscal Year in an amount determined through the application of the RMA described below. All of the real property in CFD No. 2004-1, unless exempted by law or by the provisions hereof, shall be taxed for the purposes, to the extent, and in the manner herein provided.

SECTION A
DEFINITIONS

The terms hereinafter set forth have the following meanings:

"Acreage" means the land area of an Assessor's Parcel as shown on an Assessor's Parcel Map or as calculated from the applicable Assessor's Parcel Map by the Board.

"Act" means the Mello-Roos Communities Facilities Act of 1982, as amended, being Chapter 2.5, of Division 2 of Title 5 of the Government Code of the State of California.

"Additional School Facilities" shall have the meaning ascribed to it in the Impact Mitigation Agreement Related to Proposed Community Facilities District No. 2004-1 by and between the School District and KFPLB Michelson Jamboree LLC, dated September 1, 2004.

"Administrative Expenses" means any ordinary and necessary expense incurred by the School District on behalf of CFD No. 2004-1 related to the determination of the amount of the levy of Special Taxes, the collection of Special Taxes including the expenses of collecting delinquencies, the administration of Bonds, the payment of salaries and benefits of any School District employee to the extent duties are directly related to the administration of CFD No. 2004-1, and costs otherwise incurred in order to carry out the authorized purposes of CFD No. 2004-1.

"Affordable Unit" means one of not more than 69 Units that are subject to deed restrictions, resale restrictions, and/or regulatory agreement in favor of the City or County providing for affordable housing. The first 69 Units which meet the criteria of the preceding sentence and for which Residential Building Permits are issued will be designated permanently and irrevocably as Affordable Units.

"Annual Special Tax" means the Special Tax actually levied in any Fiscal Year on any Assessor's Parcel.

"Assessor's Parcel" means a lot or parcel of land designated on an Assessor's Parcel Map with an assigned Assessor's Parcel Number within the boundaries of CFD No. 2004-1.

"Assessor's Parcel Map" means an official map of the Assessor of the County designating parcels by Assessor's Parcel Number.

"Assessor's Parcel Number" means that number assigned to an Assessor's Parcel by the County for purposes of identification.

"Assigned Annual Special Tax" means the Special Tax of that name described in Section D.

"Backup Annual Special Tax" means the Special Tax of that name described in Section E.

"Board" means the School Board of Santa Ana Unified School District, or its designee, acting as the Legislative Body of CFD No. 2004-1.

"Bonds" means any obligation to repay a sum of money, including obligations in the form of bonds, notes, certificates of participation, long-term leases, loans from government agencies, or loans from banks, other financial institutions, private businesses, or individuals, or long-term contracts, or any refunding thereof, to which the Special Taxes have been pledged.

"Bond Index" means the national Bond Buyer Revenue Index, commonly referenced as the 25-Bond Revenue Index. In the event the Bond Index ceases to be published, the index used shall be based on a comparable index for revenue bonds maturity in 30 year with an average rating equivalent to Moody's A1 and/or S&P's A-plus, a reasonably determined by the Board.

"Bond Yield" means the weighted average yield on all outstanding series of Bonds, for purposes of this calculation the yield of the Bonds shall be the yield calculated at the time such Bonds are issued, pursuant to Section 148 of the Internal Revenue Code of 1986, as amended for the purpose of the Non-Arbitrage Certificate or other similar bond issuance document.

"Building Square Footage" or **"BSF"** means the square footage of assessable internal living space of a Unit, exclusive of any carports, walkways, garages, overhangs, patios, enclosed patios, internal hallways or detached accessory structure, as determined by reference to the Residential Building Permit for such Unit.

"Calendar Year" means the period commencing January 1 of any year and ending the following December 31.

"CFD No. 2004-1" means Community Facilities District No. 2004-1 of the Santa Ana Unified School District established under the Act.

"City" means the City of Irvine.

"Commercial Building Permit" means a permit for the construction of commercial square footage issued by the City, or another public agency in the event the City no longer issues said permits for the construction of commercial square footage within CFD No. 2004-1. For the purposes of this definition, "Commercial Building Permit" shall not include permits for construction or installation of residential structures.

"Commercial Lot" means an individual legal lot created by a Final Map for which a Commercial Building Permit could be issued.

"Commercial Property" means all Assessor's Parcels of Taxable Property for which Commercial Building Permits were issued on or before May 1 of the prior Fiscal Year provided that such Assessor's Parcels were created on or before January 1 of the prior Fiscal Year.

"Commercial Square Footage" means the square footage of commercial space associated with a Assessor's Parcel of Commercial Property as determined by reference to the Commercial Building Permit(s) for such Assessor's Parcel.

"County" means the County of Orange.

"Exempt Property" means all Assessor's Parcels designated as being exempt from Special Taxes pursuant to Section J.

"Final Map" means a condominium map, final tract map, parcel map, lot line adjustment, or functionally equivalent map or instrument that creates building sites, recorded in the County Office of the Recorder.

"Fiscal Year" means the period commencing on July 1 of any year and ending the following June 30.

"Market Rate Unit" means any Unit which is not an Affordable Unit.

"Maximum Annual Special Tax" means the Special Tax of that name as described in Section C.

"Minimum Annual Special Tax Requirement" means the amount required in any Fiscal Year to pay: (i) the debt service or the periodic costs on all outstanding Bonds including but not limited to, credit enhancement and rebate payments on the Bonds, (ii) Administrative Expenses of CFD No. 2004-1, (iii) the costs associated with the release of funds from an escrow account, (iv) any amount required to establish or replenish any reserve funds established in association with the Bonds, and (v) any amounts required for construction of Additional School Facilities less (vi) any amount available to pay debt service or other periodic costs on the Bonds pursuant to any applicable bond indenture, fiscal agent agreement, or trust agreement. In arriving at the Minimum Annual Special Tax requirement the Board shall take into account the reasonably anticipated delinquent Special Taxes based on the delinquency rate for Special Taxes levied in the previous Fiscal Year.

"Minimum Taxable Acreage" means the applicable Acreage classified as Taxable Property as determined pursuant to Section K.

"Partial Prepayment Amount" means the amount required to prepay a portion of the Annual Special Tax obligation for an Assessor's Parcel as described in Section H.

"Planning Area" means the areas identified as a Planning Area and illustrated in Section M.

"Planning Area No. 1 " means all property located within the area identified as Planning Area No. 1 in Section M, subject to interpretation by the Board.

"Planning Area No. 2 " means all property located within the area identified as Planning Area No. 2 in Section M, subject to interpretation by the Board.

"Planning Area No. 3 " means all property located within the area identified as Planning Area No.

3 in Section M, subject to interpretation by the Board.

"Planning Area No. 4 " means all property located within the area identified as Planning Area No. 4 in Section M, subject to interpretation by the Board.

"Planning Area No. 5 " means all property located within the area identified as Planning Area No. 5 in Section M, subject to interpretation by the Board.

"Prepayment Administrative Fees" means any fees or expenses of the School District or CFD No. 2004-1 associated with the prepayment of the Special Tax obligation of an Assessor's Parcel. Prepayment Administrative Fees shall include among other things the cost of computing the Prepayment Amount, redeeming Bonds, and recording any notices to evidence the prepayment and redemption of Bonds.

"Prepayment Amount" means the amount required to prepay the Annual Special Tax obligation in full for an Assessor's Parcel as described in Section G.

"Present Value of Taxes" means for any Assessor's Parcel the present value of (i) the unpaid portion, if any, of the Special Tax applicable to such Assessor's Parcel in the current Fiscal Year and (ii) the Annual Special Taxes expected to be levied on such Assessor's Parcel in each remaining Fiscal Year, as determined by the Board, until the termination date specified in Section I. The discount rate used for this calculation shall be equal to the (i) Bond Yield after Bond issuance or (ii) most recently published Bond Index prior to Bond issuance.

"Proportionately" means that the ratio of the actual Annual Special Tax levy to the applicable Assigned Annual Special Tax is equal for all applicable Assessor's Parcels.

"Reserve Fund Credit" means an amount equal to the reduction in the applicable reserve fund requirement(s) resulting from the redemption of Bonds with the Prepayment Amount. In no event shall a Reserve Fund Credit be given, if at the time the Prepayment Amount is calculated the reserve fund balance is below the applicable reserve fund requirement.

"Residential Building Permit" means a permit for the construction of one or more Units issued by the City, or another public agency in the event the City no longer issues said permits for the construction of Units within CFD No. 2004-1. For purposes of this definition, "Residential Building Permit" shall not include permits for construction or installation of parking structures, retaining walls, utility improvements, or other such improvements not intended for human habitation.

"Residential Lot" means an individual legal lot created by a Final Map for which a Residential Building Permit could be issued.

"Residential Property" means all Assessor's Parcels of Taxable Property for which Residential Building Permits were issued on or before May 1 of the prior Fiscal Year, provided that such Assessor's Parcels were created on or before January 1 of the prior Fiscal Year and that each such Assessor's Parcel is associated with a Residential Lot, as determined reasonably by the Board.

"School District" means the Santa Ana Unified School District, or subsequent school district.

"Special Tax" means any of the special taxes authorized to be levied by CFD No. 2004-1 pursuant to the Act.

"Taxable Property" means all Assessor's Parcels that are not Exempt Property.

"Undeveloped Property" means all Assessor's Parcels of Taxable Property that are not Residential Property or Commercial Property.

"Unit" means each separate residential unit that comprises an independent facility capable of conveyance separate from adjacent residential units.

SECTION B
CLASSIFICATION OF ASSESSOR'S PARCELS

Each Fiscal Year, beginning with Fiscal Year 2004-05, each Assessor's Parcel shall be assigned to a Planning Area. Each Assessor's Parcel shall be classified as Exempt Property or Taxable Property. Each Assessor's Parcel of Taxable Property shall be classified as Residential Property, Commercial Property or Undeveloped Property. Residential Property shall be further classified based on the Building Square Footage of the Unit. The classification of Exempt Property within each Planning Area shall be done taking into consideration the Minimum Taxable Acreage for such Planning Area, as determined pursuant to Section J.

SECTION C
MAXIMUM ANNUAL SPECIAL TAXES

1. Residential Property

The Maximum Annual Special Tax for each Assessor's Parcel classified as Residential Property in any Fiscal Year shall be the amount determined by the greater of (i) the application of the Assigned Annual Special Tax or (ii) the application of the Backup Annual Special Tax.

2. Commercial Property

The Maximum Annual Special Tax for each Assessor's Parcel classified as Commercial Property in any Fiscal Year shall be the amount determined by the greater of (i) the application of the Assigned Annual Special Tax or (ii) the application of the Backup Annual Special Tax.

3. Undeveloped Property

The Maximum Annual Special Tax for each Assessor's Parcel classified as Undeveloped Property in any Fiscal Year shall be the amount determined by the application of the Assigned Annual Special Tax.

SECTION D
ASSIGNED ANNUAL SPECIAL TAXES

1. Residential Property

The Assigned Annual Special Tax applicable to an Assessor's Parcel classified as Residential Property in Fiscal Year 2004-05 shall be determined by reference to Table 1 according to the Building Square Footage of the Unit(s).

TABLE 1

ASSIGNED ANNUAL SPECIAL TAX FOR DEVELOPED RESIDENTIAL PROPERTY FISCAL YEAR 2004-05

Unit Type	BSF	Assigned Annual Special Tax
Market Rate Unit	< 1,250	$529.31 per Unit
Market Rate Unit	1,251 – 1,500	$664.02 per Unit
Market Rate Unit	1,501 – 1,750	$772.10 per Unit
Market Rate Unit	1,751 – 2,000	$944.21 per Unit
Market Rate Unit	> 2,000	$1,116.31 per Unit

Each July 1, commencing July 1, 2005, the Assigned Annual Special Tax for each Assessor's Parcel of Residential Property shall be increased by two percent (2.00%) of the amount in effect in the prior Fiscal Year.

2. Commercial Property

The Assigned Annual Special Tax rate for an Assessor's Parcel of Commercial Property in Fiscal Year 2004-05 shall be $0.29 per Square Foot of Commercial Square Footage. Each July 1, commencing July 1, 2005, the Assigned Annual Special Tax for each Assessor's Parcel of Commercial Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

3. Undeveloped Property

The Assigned Annual Special Tax rate for an Assessor's Parcel of Undeveloped Property in Fiscal Year 2004-05 shall be the amount per acre of Acreage (prorated with respect to partial acres) determined by reference to Table 2 based on the location of the Assessor's Parcel.

TABLE 2

ASSIGNED ANNUAL SPECIAL TAX FOR UNDEVELOPED PROPERTY FISCAL YEAR 2004-05

Location	Assigned Annual Special Tax
Planning Area No. 1	$85,221.65 per acre
Planning Area No. 2	$43,156.36 per acre
Planning Area No. 3	$23,646.72 per acre
Planning Area No. 4	$24,699.65 per acre
Planning Area No. 5	$7,672.97per acre

Each July 1, commencing July 1, 2005, the Assigned Annual Special Tax for each Assessor's Parcel of Undeveloped Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

SECTION E
BACKUP ANNUAL SPECIAL TAXES

Each Fiscal Year, each Assessor's Parcel of Residential Property or Commercial Property within each Planning Area shall be subject to a Backup Annual Special Tax. In each Fiscal Year, the Backup Annual Special Tax rate for Residential Property or Commercial Property within the Planning Area shall be the rate per Residential Lot or Commercial Lot calculated according to the following formula:

$$B = (Z \times A) / L$$

The terms above have the following meanings:

B	=	Backup Annual Special Tax per Residential Lot or acre of Acreage of Commercial Lots within the applicable Planning Area for the applicable Fiscal Year
Z	=	Assigned Annual Special Tax per acre of Acreage of Undeveloped Property for the applicable Planning Area for the applicable Fiscal Year
A	=	Acreage of Taxable Property expected to exist in the applicable Planning Area, based on the Final Map at build-out, as determined by the Board pursuant to Section J
L	=	Number of Residential Lots or acres of Acreage of Commercial Lots in the applicable Planning Area, based on the Final Map.

Notwithstanding the foregoing, if all or any portion of the Final Map(s) applicable to a Planning Area described in the preceding paragraph is subsequently changed or modified, then the Backup Annual Special Tax for each Assessor's Parcel of Residential Property or Commercial Property in

each Planning Area affected by such Final Map that is changed or modified shall be a rate per square foot of Acreage calculated as follows:

1. Determine the total Backup Annual Special Taxes anticipated to apply to the Planning Area affected by the changed or modified Final Map prior to the change or modification.

2. The result of paragraph 1 above shall be divided by the Acreage of Residential Property or Commercial Property which is ultimately expected to exist in such Planning Area, as reasonably determined by the Board.

3. The result of paragraph 2 above shall be divided by 43,560. The result is the Backup Annual Special Tax per square foot of Acreage, which shall be applicable to Assessor's Parcels of Residential Property or Commercial Property in such Planning Area.

Each July 1, commencing with the July 1 following the Fiscal Year in which the preceding calculation is performed, the Backup Annual Special Tax per square foot of Acreage calculated in step 3 above shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

SECTION F
METHOD OF APPORTIONMENT OF THE ANNUAL SPECIAL TAX

Commencing Fiscal Year 2004-05, and for each subsequent Fiscal Year, the Board shall levy Annual Special Taxes as follows:

Step One: The Board shall levy Proportionately an Annual Special Tax on each Assessor's Parcel of Residential Property and Commercial Property up to an amount equal to the Assigned Annual Special Tax applicable to each such Assessor's Parcel, to satisfy the Minimum Annual Special Tax Requirement.

Step Two: If the sum of the amounts collected in step one is insufficient to satisfy the Minimum Annual Special Tax Requirement, then the Board shall levy Proportionately an Annual Special Tax on each Assessor's Parcel of Undeveloped Property, up to the Assigned Annual Special Tax applicable to each such Assessor's Parcel, to satisfy the Minimum Annual Special Tax Requirement.

Step Three: If the sum of the amounts collected in steps one and two is insufficient to satisfy the Minimum Annual Special Tax Requirement, then the Board shall additionally levy Proportionately an Annual Special Tax on each Assessor's Parcel of Residential Property and Commercial Property, up to the Maximum Annual Special Tax applicable to each such Assessor's Parcel, to satisfy the Minimum Annual Special Tax Requirement.

SECTION G
PREPAYMENT OF ANNUAL SPECIAL TAXES

The Annual Special Tax obligation of an Assessor's Parcel of Residential Property; or an Assessor's Parcel of Commercial Property, or an Assessor's Parcel of Undeveloped Property for which a Residential Building Permit or Commercial Building Permit has been issued may be prepaid in full, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid. The Prepayment Amount for an Assessor's Parcel eligible for prepayment shall be determined as described below.

An owner of an Assessor's Parcel intending to prepay the Annual Special Tax obligation shall provide CFD No. 2004-1 with written notice of intent to prepay. Within thirty (30) days of receipt of such written notice, the Board shall reasonably determine the Prepayment Amount of such Assessor's Parcel and shall notify such owner of such Prepayment Amount. The Prepayment Amount shall be calculated according to the following formula:

$$P = PVT - RFC + PAF$$

The terms above have the following meanings:

P	=	Prepayment Amount
PVT	=	Present Value of Taxes
RFC	=	Reserve Fund Credit
PAF	=	Prepayment Administrative Fees

Notwithstanding the foregoing, no prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

With respect to any Assessor's Parcel that is prepaid, the Board shall indicate in the records of CFD No. 2004-1 that there has been a prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the prepayment of the Annual Special Tax obligation and the release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such Annual Special Tax shall cease.

SECTION H
PARTIAL PREPAYMENT OF ANNUAL SPECIAL TAXES

The Annual Special Tax obligation of an Assessor's Parcel may be partially prepaid at the times and under the conditions set forth in this section, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid.

1. Partial Prepayment Times and Conditions

Prior to the issuance of the first Residential Building Permit or Commercial Building Permit for a Lot within a Final Map, the owner of no less than all the Taxable Property within such Final Map may elect in writing to the Board to prepay a portion of the Annual Special Tax obligations for all the Assessor's Parcels within such Final Map, as calculated in Section H.2. below. The partial prepayment of each Annual Special Tax obligation shall be collected for all Assessor's Parcels prior to the issuance of the first Residential Building Permit or Commercial Building Permit with respect to such Final Map.

2. Partial Prepayment Amount

The Partial Prepayment Amount shall be calculated according to the following formula:

$$PP = P_G \times F$$

The terms above have the following meanings:

PP = the Partial Prepayment Amount
P_G = the Prepayment Amount calculated according to Section G
F = the percent by which the owner of the Assessor's Parcel is partially prepaying the Annual Special Tax obligation

3. Partial Prepayment Procedures and Limitations

With respect to any Assessor's Parcel that is partially prepaid, the Board shall indicate in the records of CFD No. 2004-1 that there has been a partial prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the partial prepayment of the Annual Special Tax obligation and the partial release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such prepaid portion of the Annual Special Tax shall cease. Additionally, the notice shall indicate that the Assigned Annual Special Tax and the Backup Annual Special Tax if applicable for the Assessor's Parcel has been reduced by an amount equal to the percentage which was partially prepaid.

Notwithstanding the foregoing, no partial prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property after such partial prepayment, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such partial prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

SECTION I
TERMINATION OF SPECIAL TAX

Annual Special Taxes shall be levied for a period of thirty (30) Fiscal Years after the last series of Bonds has been issued, as determined by the Board, provided that Annual Special Taxes shall not be levied after Fiscal Year 2045-46.

SECTION J

EXEMPTIONS

The Board shall classify as Exempt Property (i) Assessor's Parcels owned by the State of California, Federal or other local governments, (ii) Assessor's Parcels which are used as places of worship and are exempt from *ad valorem* property taxes because they are owned by a religious organization, (iii) Assessor's Parcels used exclusively by a homeowners' association, (iv) Assessor's Parcels with public or utility easements making impractical their utilization for other than the purposes set forth in the easement, (v) Assessor's Parcel on which a Affordable Unit is constructed and (vi) any other Assessor's Parcels at the reasonable discretion of the Board. The Board shall not classify an Assessor's Parcel as Exempt Property if such classification would reduce the sum of all Taxable Property to less than the Minimum Taxable Acreage. Assessor's Parcels which cannot be classified as Exempt Property because such classification would reduce the Acreage of all Taxable Property to less than the Minimum Taxable Acreage will continue to be classified as Residential Property, Commercial Property, or Undeveloped Property, as applicable, and will continue to be subject to Special Taxes accordingly. The Minimum Taxable Acreage for each Planning Area of CFD No. 2004-1 shall be the amount determined by reference to Table 3 below.

TABLE 3

MINIMUM TAXABLE ACREAGE

Location	Minimum Taxable Acreage
Planning Area No. 1	1.68 acres of Acreage
Planning Area No. 2	8.25 acres of Acreage
Planning Area No. 3	4.63 acres of Acreage
Planning Area No. 4	7.70 acres of Acreage
Planning Area No. 5	3.73 acres of Acreage

SECTION K
APPEALS

Any property owner claiming that the amount or application of the Special Tax is not correct may file a written notice of appeal with the Board not later than twelve months after having paid the first installment of the Special Tax that is disputed. A representative(s) of CFD No. 2004-1 shall promptly review the appeal, and if necessary, meet with the property owner, consider written and oral evidence regarding the amount of the Special Tax, and rule on the appeal. If the representative's decision requires that the Special Tax for an Assessor's Parcel be modified or changed in favor of the property owner, a cash refund shall not be made (except for the last year of levy), but an adjustment shall be made to the Annual Special Tax on that Assessor's Parcel in the subsequent Fiscal Year(s) as the representative's decision shall indicate.

SECTION L
MANNER OF COLLECTION

The Annual Special Tax shall be collected in the same manner and at the same time as ordinary *ad valorem* property taxes, provided, however, that CFD No. 2004-1 may collect Annual Special Taxes at a different time or in a different manner if necessary to meet its financial obligations.

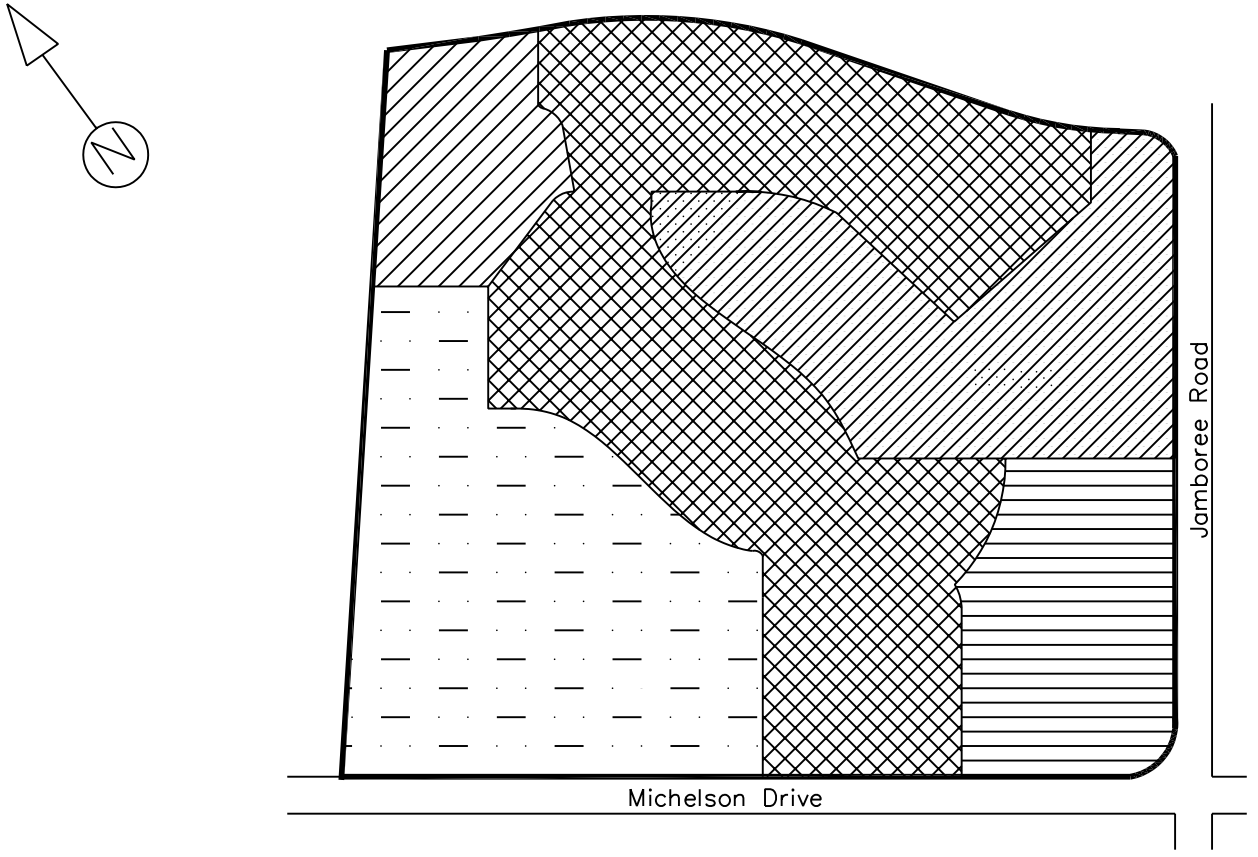
SECTION M
MAP OF PLANNING AREAS
(Attached hereto)

J:\CLIENTS\SantaAnaUSD\Mello\Central Park\First Amended RMA Final 05132005.doc

SHEET 1 OF 1

SECTION M

MAP OF PLANNING AREAS



LEGEND

- Boundaries of Community Facilities District No. 2004-1
- Planning Area 1
- Planning Area 2
- Planning Area 3
- Planning Area 4
- Planning Area 5

A-13

PREPARED BY

DAVID TAUSSIG & ASSOCIATES, INC.

Exhibit B

Summary of Transactions for Funds and Accounts

DOLINKA GROUP

SOURCES AND USES OF FUNDS

Jul 1 2015 - Apr 30 2016

Santa Ana Unified School District
Community Facilities District No. 2004-1

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	SOURCES: Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	USES: Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$7,488,888.85	$7,488,888.85	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($7,488,888.85)	$0.00
2015 Cost of Issuance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($181,953.06)	$0.00	($181,953.06)	$192,405.33	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$154,678.41	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	($191,862.50)	($120,000.00)	$0.00	$0.00	($7,540,000.00)	($7,851,862.50)	$7,851,862.50	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00	$681,200.00
2015 Special Tax Fund	$0.00	$234,335.24	$0.00	$0.00	$234,335.24	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($15,853.88)	$218,481.36
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$222,784.84	$0.00	$1.29	$0.00	$1.29	$0.00	$0.00	$0.00	($12,370.32)	$0.00	($12,370.32)	($172,784.84)	$37,630.97
Fire Facilities Subaccount	$73,104.33	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($73,104.33)	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$466.64	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($466.64)	$0.00
Reserve Fund	$751,465.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($751,465.00)	$0.00
Special Tax Fund	$425,646.18	$172,409.80	$4.07	$0.00	$172,413.87	$0.00	$0.00	$0.00	$0.00	($278.90)	($278.90)	($450,687.03)	$147,094.12
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$105,889.60	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($105,889.60)	$0.00
Total:	$1,579,357.59	$406,745.04	$5.36	$7,488,888.85	$7,895,639.25	($346,540.91)	($120,000.00)	$0.00	($194,323.38)	($7,540,278.90)	($8,201,143.19)	$0.00	$1,273,853.65

Miscellaneous Source of Funds in the amount of $7,488,888.85 was due to an initial deposit of bond proceeds.

$120,000.00 was paid in Principal from the Escrow Fund for the September debt service obligation.

$191,862.50 was paid in Interest from the Escrow Fund for the September debt service obligation.

Miscellaneous Uses of Funds in the amount of $7,540,000.00 was due to the redemption of 2005 Special Tax Bonds.

Miscellaneous Uses of Funds in the amount of $278.90 was transferred from the Special Tax Fund due reimbursement of overpaid Fiscal Year 2011/2012 Special Taxes.

$154,678.41 was paid in Interest from the Interest Account for the March debt service obligation.

SOURCES AND USES OF FUNDS

07/01/2015

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	SOURCES: Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	USES: Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$7,488,888.85	$7,488,888.85	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($7,488,888.85)	$0.00
2015 Cost of Issuance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($177,735.00)	$0.00	($177,735.00)	$192,405.33	$14,670.33
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,851,862.50	$7,851,862.50
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00	$681,200.00
2015 Special Tax Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$222,784.84	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($172,784.84)	$50,000.00
Fire Facilities Subaccount	$73,104.33	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($73,104.33)	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$466.64	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($466.64)	$0.00
Reserve Fund	$751,465.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($751,465.00)	$0.00
Special Tax Fund	$425,646.18	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($311,862.50)	$113,783.68
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$105,889.60	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($105,889.60)	$0.00
Total:	$1,579,357.59	$0.00	$0.00	$7,488,888.85	$7,488,888.85	$0.00	$0.00	$0.00	($177,735.00)	$0.00	($177,735.00)	$0.00	$8,890,511.44

Miscellaneous Source of Funds in the amount of $7,488,888.85 was due to an initial deposit of bond proceeds.

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	SOURCES: Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	USES: Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$14,670.33	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($4,218.06)	$0.00	($4,218.06)	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$7,851,862.50	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,851,862.50
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$50,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,783.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,783.68
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$8,890,511.44	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($4,218.06)	$0.00	($4,218.06)	$0.00	$8,886,293.38

		SOURCES				USES							
Account Name	Beginning Balance	Special Tax Receipts	Investment Earnings	Miscellaneous	Total Sources	Interest Payments	Principal Payments	Acquisition/ Construction Payments	Legal/ Consulting/ Services	Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$7,851,862.50	$0.00	$0.00	$0.00	$0.00	($191,862.50)	($120,000.00)	$0.00	$0.00	($7,540,000.00)	($7,851,862.50)	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$50,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($8,058.17)	$0.00	($8,058.17)	$0.00	$41,941.83
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,783.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,783.68
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$8,886,293.38	$0.00	$0.00	$0.00	$0.00	($191,862.50)	($120,000.00)	$0.00	($8,058.17)	($7,540,000.00)	($7,859,920.67)	$0.00	$1,026,372.71

$120,000.00 was paid in Principal from the Escrow Fund for the September debt service obligation.

$191,862.50 was paid in Interest from the Escrow Fund for the September debt service obligation.

Miscellaneous Uses of Funds in the amount of $7,540,000.00 was due to the redemption of 2005 Special Tax Bonds.

SOURCES AND USES OF FUNDS

10/01/2015

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$41,941.83	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($4,312.15)	$0.00	($4,312.15)	$0.00	$37,629.68
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,783.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,783.68
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,026,372.71	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($4,312.15)	$0.00	($4,312.15)	$0.00	$1,022,060.56

SOURCES AND USES OF FUNDS

11/01/2015

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,629.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,629.68
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,783.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($278.90)	($278.90)	$0.00	$113,504.78
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,022,060.56	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($278.90)	($278.90)	$0.00	$1,021,781.66

Miscellaneous Uses of Funds in the amount of $278.90 was transferred from the Special Tax Fund due reimbursement of overpaid Fiscal Year 2011/2012 Special Taxes.

		SOURCES				USES							
Account Name	Beginning Balance	Special Tax Receipts	Investment Earnings	Miscellaneous	Total Sources	Interest Payments	Principal Payments	Acquisition/ Construction Payments	Legal/ Consulting/ Services	Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$0.00	$176,900.00	$0.00	$0.00	$176,900.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$138,824.53	$315,724.53
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,629.68	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,629.68
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,504.78	$138,824.53	$0.00	$0.00	$138,824.53	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($138,824.53)	$113,504.78
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,021,781.66	$315,724.53	$0.00	$0.00	$315,724.53	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,337,506.19

SOURCES AND USES OF FUNDS

01/01/2016

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	SOURCES: Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	USES: Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$315,724.53	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$315,724.53
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,629.68	$0.00	$0.38	$0.00	$0.38	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,630.06
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$113,504.78	$13,665.13	$1.19	$0.00	$13,666.32	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$127,171.10
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,337,506.19	$13,665.13	$1.57	$0.00	$13,666.70	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,351,172.89

		SOURCES				USES							
Account Name	Beginning Balance	Special Tax Receipts	Investment Earnings	Miscellaneous	Total Sources	Interest Payments	Principal Payments	Acquisition/ Construction Payments	Legal/ Consulting/ Services	Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$154,678.41	$154,678.41
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$315,724.53	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$161,046.12
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,630.06	$0.00	$0.31	$0.00	$0.31	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,630.37
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$127,171.10	$0.00	$0.94	$0.00	$0.94	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$127,172.04
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,351,172.89	$0.00	$1.25	$0.00	$1.25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,351,174.14

SOURCES AND USES OF FUNDS

03/01/2016

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	SOURCES: Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	USES: Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$154,678.41	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$161,046.12	$57,435.24	$0.00	$0.00	$57,435.24	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$218,481.36
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,630.37	$0.00	$0.29	$0.00	$0.29	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,630.66
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$127,172.04	$19,920.14	$0.92	$0.00	$19,921.06	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$147,093.10
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,351,174.14	$77,355.38	$1.21	$0.00	$77,356.59	($154,678.41)	$0.00	$0.00	$0.00	$0.00	($154,678.41)	$0.00	$1,273,852.32

$154,678.41 was paid in Interest from the Interest Account for the March debt service obligation.

SOURCES AND USES OF FUNDS

04/01/2016

Santa Ana Unified School District
Community Facilities District No. 2004-1
06059008201

Account Name	Beginning Balance	SOURCES: Special Tax Receipts	SOURCES: Investment Earnings	SOURCES: Miscellaneous	Total Sources	USES: Interest Payments	USES: Principal Payments	USES: Acquisition/ Construction Payments	USES: Legal/ Consulting/ Services	USES: Miscellaneous	Total Uses	Transfer	Ending Balance
2015 Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Administrative Expense Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Alt Penalty Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Bond Proceeds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Cost of Issuance	$10,452.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,452.27
2015 Debt Service Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Escrow Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Rebate Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Reserve Account	$681,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$681,200.00
2015 Special Tax Fund	$218,481.36	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$218,481.36
2015 Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2015 Water Facilities	$178,993.93	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,993.93
Acquisition and Construction Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense Account	$37,630.66	$0.00	$0.31	$0.00	$0.31	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,630.97
Fire Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Interest Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Letter of Credit	$1.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1.00
Principal Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Redemption Account	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reserve Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Tax Fund	$147,093.10	$0.00	$1.02	$0.00	$1.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$147,094.12
Surplus Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Water Facilities Subaccount	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total:	$1,273,852.32	$0.00	$1.33	$0.00	$1.33	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,273,853.65

Exhibit C

Annual Special Tax Roll
Fiscal Year 2016/2017

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	53	16590	7	NA	1	Concierge	ASTORIA	$0.00
445	91	53	16590	7	NA	1	Concierge	ASTORIA	$0.00
445	91	53	16590	7	NA	2	Parking	ASTORIA	$0.00
934	5	400	16590	7	A	3	301	ASTORIA	$0.00
934	5	401	16590	7	A	3	302	ASTORIA	$0.00
934	5	402	16590	7	A	3	303	ASTORIA	$0.00
934	5	403	16590	7	A	3	304	ASTORIA	$0.00
934	5	404	16590	7	A	3	305	ASTORIA	$0.00
934	5	405	16590	7	A	3	306	ASTORIA	$0.00
934	5	406	16590	7	A	3	307	ASTORIA	$0.00
934	5	407	16590	7	A	3	308	ASTORIA	$0.00
934	5	408	16590	7	A	4	401	ASTORIA	$0.00
934	5	409	16590	7	A	4	402	ASTORIA	$0.00
934	5	410	16590	7	A	4	403	ASTORIA	$0.00
934	5	411	16590	7	A	4	404	ASTORIA	$0.00
934	5	412	16590	7	A	4	405	ASTORIA	$0.00
934	5	413	16590	7	A	4	406	ASTORIA	$0.00
934	5	414	16590	7	A	4	407	ASTORIA	$0.00
934	5	415	16590	7	A	4	408	ASTORIA	$0.00
934	5	416	16590	7	A	5	501	ASTORIA	$0.00
934	5	417	16590	7	A	5	502	ASTORIA	$0.00
934	5	418	16590	7	A	5	503	ASTORIA	$0.00
934	5	419	16590	7	A	5	504	ASTORIA	$0.00
934	5	420	16590	7	A	5	505	ASTORIA	$0.00
934	5	421	16590	7	A	5	506	ASTORIA	$0.00
934	5	422	16590	7	A	5	507	ASTORIA	$0.00
934	5	423	16590	7	A	5	508	ASTORIA	$0.00
934	5	424	16590	7	A	6	601	ASTORIA	$0.00
934	5	425	16590	7	A	6	602	ASTORIA	$0.00
934	5	426	16590	7	A	6	603	ASTORIA	$0.00
934	5	427	16590	7	A	6	604	ASTORIA	$0.00
934	5	428	16590	7	A	6	605	ASTORIA	$0.00
934	5	429	16590	7	A	6	606	ASTORIA	$0.00
934	5	430	16590	7	A	6	607	ASTORIA	$0.00
934	5	431	16590	7	A	6	608	ASTORIA	$0.00
934	5	432	16590	7	A	7	701	ASTORIA	$0.00
934	5	433	16590	7	A	7	702	ASTORIA	$0.00
934	5	434	16590	7	A	7	703	ASTORIA	$0.00
934	5	435	16590	7	A	7	704	ASTORIA	$0.00
934	5	436	16590	7	A	7	705	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	437	16590	7	A	7	706	ASTORIA	$0.00
934	5	438	16590	7	A	7	707	ASTORIA	$0.00
934	5	439	16590	7	A	7	708	ASTORIA	$0.00
934	5	440	16590	7	A	8	801	ASTORIA	$0.00
934	5	441	16590	7	A	8	802	ASTORIA	$0.00
934	5	442	16590	7	A	8	803	ASTORIA	$0.00
934	5	443	16590	7	A	8	804	ASTORIA	$0.00
934	5	444	16590	7	A	8	805	ASTORIA	$0.00
934	5	445	16590	7	A	8	806	ASTORIA	$0.00
934	5	446	16590	7	A	8	807	ASTORIA	$0.00
934	5	447	16590	7	A	8	808	ASTORIA	$0.00
934	5	448	16590	7	A	9	901	ASTORIA	$0.00
934	5	449	16590	7	A	9	902	ASTORIA	$0.00
934	5	450	16590	7	A	9	903	ASTORIA	$0.00
934	5	451	16590	7	A	9	904	ASTORIA	$0.00
934	5	452	16590	7	A	9	905	ASTORIA	$0.00
934	5	453	16590	7	A	9	906	ASTORIA	$0.00
934	5	454	16590	7	A	9	907	ASTORIA	$0.00
934	5	455	16590	7	A	9	908	ASTORIA	$0.00
934	5	456	16590	7	A	10	1001	ASTORIA	$0.00
934	5	457	16590	7	A	10	1002	ASTORIA	$0.00
934	5	458	16590	7	A	10	1003	ASTORIA	$0.00
934	5	459	16590	7	A	10	1004	ASTORIA	$0.00
934	5	460	16590	7	A	10	1005	ASTORIA	$0.00
934	5	461	16590	7	A	10	1006	ASTORIA	$0.00
934	5	462	16590	7	A	10	1007	ASTORIA	$0.00
934	5	463	16590	7	A	10	1008	ASTORIA	$0.00
934	5	464	16590	7	A	11	1101	ASTORIA	$0.00
934	5	465	16590	7	A	11	1102	ASTORIA	$0.00
934	5	466	16590	7	A	11	1103	ASTORIA	$0.00
934	5	467	16590	7	A	11	1104	ASTORIA	$0.00
934	5	468	16590	7	A	11	1105	ASTORIA	$0.00
934	5	469	16590	7	A	11	1106	ASTORIA	$0.00
934	5	470	16590	7	A	11	1107	ASTORIA	$0.00
934	5	471	16590	7	A	11	1108	ASTORIA	$0.00
934	5	472	16590	7	A	12	1201	ASTORIA	$0.00
934	5	473	16590	7	A	12	1202	ASTORIA	$0.00
934	5	474	16590	7	A	12	1203	ASTORIA	$0.00
934	5	475	16590	7	A	12	1204	ASTORIA	$0.00
934	5	476	16590	7	A	12	1205	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	477	16590	7	A	12	1206	ASTORIA	$0.00
934	5	478	16590	7	A	12	1207	ASTORIA	$0.00
934	5	479	16590	7	A	12	1208	ASTORIA	$0.00
934	5	480	16590	7	A	13	1301	ASTORIA	$0.00
934	5	481	16590	7	A	13	1302	ASTORIA	$0.00
934	5	482	16590	7	A	13	1303	ASTORIA	$0.00
934	5	483	16590	7	A	13	1304	ASTORIA	$0.00
934	5	484	16590	7	A	13	1305	ASTORIA	$0.00
934	5	485	16590	7	A	13	1306	ASTORIA	$0.00
934	5	486	16590	7	A	14	1401	ASTORIA	$0.00
934	5	487	16590	7	A	14	1402	ASTORIA	$0.00
934	5	488	16590	7	B	3	301	ASTORIA	$0.00
934	5	489	16590	7	B	3	302	ASTORIA	$0.00
934	5	490	16590	7	B	3	303	ASTORIA	$0.00
934	5	491	16590	7	B	3	304	ASTORIA	$0.00
934	5	492	16590	7	B	3	305	ASTORIA	$0.00
934	5	493	16590	7	B	3	306	ASTORIA	$0.00
934	5	494	16590	7	B	3	307	ASTORIA	$0.00
445	91	53	16590	7	B	3	Fitness Rm	ASTORIA	$0.00
445	91	53	16590	7	B	3	Community Rm	ASTORIA	$0.00
934	5	495	16590	7	B	3	309	ASTORIA	$0.00
934	5	496	16590	7	B	3	311	ASTORIA	$0.00
934	5	497	16590	7	B	3	312	ASTORIA	$0.00
934	5	498	16590	7	B	3	313	ASTORIA	$0.00
934	5	499	16590	7	B	4	401	ASTORIA	$0.00
934	5	500	16590	7	B	4	402	ASTORIA	$0.00
934	5	501	16590	7	B	4	403	ASTORIA	$0.00
934	5	502	16590	7	B	4	404	ASTORIA	$0.00
934	5	503	16590	7	B	4	405	ASTORIA	$0.00
934	5	504	16590	7	B	4	406	ASTORIA	$0.00
934	5	505	16590	7	B	4	407	ASTORIA	$0.00
934	5	506	16590	7	B	4	408	ASTORIA	$0.00
934	5	507	16590	7	B	4	409	ASTORIA	$0.00
934	5	508	16590	7	B	4	410	ASTORIA	$0.00
934	5	509	16590	7	B	4	411	ASTORIA	$0.00
934	5	510	16590	7	B	4	412	ASTORIA	$0.00
934	5	511	16590	7	B	4	413	ASTORIA	$0.00
934	5	512	16590	7	B	5	501	ASTORIA	$0.00
934	5	513	16590	7	B	5	502	ASTORIA	$0.00
934	5	514	16590	7	B	5	503	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	515	16590	7	B	5	504	ASTORIA	$0.00
934	5	516	16590	7	B	5	505	ASTORIA	$0.00
934	5	517	16590	7	B	5	506	ASTORIA	$0.00
934	5	518	16590	7	B	5	507	ASTORIA	$0.00
934	5	519	16590	7	B	5	508	ASTORIA	$0.00
934	5	520	16590	7	B	5	509	ASTORIA	$0.00
934	5	521	16590	7	B	5	510	ASTORIA	$0.00
934	5	522	16590	7	B	5	511	ASTORIA	$0.00
934	5	523	16590	7	B	5	512	ASTORIA	$0.00
934	5	524	16590	7	B	5	513	ASTORIA	$0.00
934	5	525	16590	7	B	6	601	ASTORIA	$0.00
934	5	526	16590	7	B	6	602	ASTORIA	$0.00
934	5	527	16590	7	B	6	603	ASTORIA	$0.00
934	5	528	16590	7	B	6	604	ASTORIA	$0.00
934	5	529	16590	7	B	6	605	ASTORIA	$0.00
934	5	530	16590	7	B	6	606	ASTORIA	$0.00
934	5	531	16590	7	B	6	607	ASTORIA	$0.00
934	5	532	16590	7	B	6	608	ASTORIA	$0.00
934	5	533	16590	7	B	6	609	ASTORIA	$0.00
934	5	534	16590	7	B	6	610	ASTORIA	$0.00
934	5	535	16590	7	B	6	611	ASTORIA	$0.00
934	5	536	16590	7	B	6	612	ASTORIA	$0.00
934	5	537	16590	7	B	6	613	ASTORIA	$0.00
934	5	538	16590	7	B	7	701	ASTORIA	$0.00
934	5	539	16590	7	B	7	702	ASTORIA	$0.00
934	5	540	16590	7	B	7	703	ASTORIA	$0.00
934	5	541	16590	7	B	7	704	ASTORIA	$0.00
934	5	542	16590	7	B	7	705	ASTORIA	$0.00
934	5	543	16590	7	B	7	706	ASTORIA	$0.00
934	5	544	16590	7	B	7	707	ASTORIA	$0.00
934	5	545	16590	7	B	7	708	ASTORIA	$0.00
934	5	546	16590	7	B	7	709	ASTORIA	$0.00
934	5	547	16590	7	B	7	710	ASTORIA	$0.00
934	5	548	16590	7	B	7	711	ASTORIA	$0.00
934	5	549	16590	7	B	7	712	ASTORIA	$0.00
934	5	550	16590	7	B	7	713	ASTORIA	$0.00
934	5	551	16590	7	B	8	801	ASTORIA	$0.00
934	5	552	16590	7	B	8	802	ASTORIA	$0.00
934	5	553	16590	7	B	8	803	ASTORIA	$0.00
934	5	554	16590	7	B	8	804	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	555	16590	7	B	8	805	ASTORIA	$0.00
934	5	556	16590	7	B	8	806	ASTORIA	$0.00
934	5	557	16590	7	B	8	807	ASTORIA	$0.00
934	5	558	16590	7	B	8	808	ASTORIA	$0.00
934	5	559	16590	7	B	8	809	ASTORIA	$0.00
934	5	560	16590	7	B	8	810	ASTORIA	$0.00
934	5	561	16590	7	B	8	811	ASTORIA	$0.00
934	5	562	16590	7	B	8	812	ASTORIA	$0.00
934	5	563	16590	7	B	8	813	ASTORIA	$0.00
934	5	564	16590	7	B	9	901	ASTORIA	$0.00
934	5	565	16590	7	B	9	902	ASTORIA	$0.00
934	5	566	16590	7	B	9	903	ASTORIA	$0.00
934	5	567	16590	7	B	9	904	ASTORIA	$0.00
934	5	568	16590	7	B	9	905	ASTORIA	$0.00
934	5	569	16590	7	B	9	906	ASTORIA	$0.00
934	5	570	16590	7	B	9	907	ASTORIA	$0.00
934	5	571	16590	7	B	9	908	ASTORIA	$0.00
934	5	572	16590	7	B	9	909	ASTORIA	$0.00
934	5	573	16590	7	B	9	910	ASTORIA	$0.00
934	5	574	16590	7	B	9	911	ASTORIA	$0.00
934	5	575	16590	7	B	9	912	ASTORIA	$0.00
934	5	576	16590	7	B	9	913	ASTORIA	$0.00
934	5	577	16590	7	B	10	1001	ASTORIA	$0.00
934	5	578	16590	7	B	10	1002	ASTORIA	$0.00
934	5	579	16590	7	B	10	1003	ASTORIA	$0.00
934	5	580	16590	7	B	10	1004	ASTORIA	$0.00
934	5	581	16590	7	B	10	1005	ASTORIA	$0.00
934	5	582	16590	7	B	10	1006	ASTORIA	$0.00
934	5	583	16590	7	B	10	1007	ASTORIA	$0.00
934	5	584	16590	7	B	10	1008	ASTORIA	$0.00
934	5	585	16590	7	B	10	1009	ASTORIA	$0.00
934	5	586	16590	7	B	10	1010	ASTORIA	$0.00
934	5	587	16590	7	B	10	1011	ASTORIA	$0.00
934	5	588	16590	7	B	10	1012	ASTORIA	$0.00
934	5	589	16590	7	B	10	1013	ASTORIA	$0.00
934	5	590	16590	7	B	11	1101	ASTORIA	$0.00
934	5	591	16590	7	B	11	1102	ASTORIA	$0.00
934	5	592	16590	7	B	11	1103	ASTORIA	$0.00
934	5	593	16590	7	B	11	1104	ASTORIA	$0.00
934	5	594	16590	7	B	11	1105	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	595	16590	7	B	11	1106	ASTORIA	$0.00
934	5	596	16590	7	B	11	1107	ASTORIA	$0.00
934	5	597	16590	7	B	11	1108	ASTORIA	$0.00
934	5	598	16590	7	B	11	1109	ASTORIA	$0.00
934	5	599	16590	7	B	11	1110	ASTORIA	$0.00
934	5	600	16590	7	B	11	1111	ASTORIA	$0.00
934	5	601	16590	7	B	11	1112	ASTORIA	$0.00
934	5	602	16590	7	B	11	1113	ASTORIA	$0.00
934	5	603	16590	7	B	12	1201	ASTORIA	$0.00
934	5	604	16590	7	B	12	1202	ASTORIA	$0.00
934	5	605	16590	7	B	12	1203	ASTORIA	$0.00
934	5	606	16590	7	B	12	1204	ASTORIA	$0.00
934	5	607	16590	7	B	12	1205	ASTORIA	$0.00
934	5	608	16590	7	B	12	1206	ASTORIA	$0.00
934	5	609	16590	7	B	12	1207	ASTORIA	$0.00
934	5	610	16590	7	B	12	1208	ASTORIA	$0.00
934	5	611	16590	7	B	12	1209	ASTORIA	$0.00
934	5	612	16590	7	B	12	1210	ASTORIA	$0.00
934	5	613	16590	7	B	12	1211	ASTORIA	$0.00
934	5	614	16590	7	B	12	1212	ASTORIA	$0.00
934	5	615	16590	7	B	12	1213	ASTORIA	$0.00
934	5	616	16590	7	B	13	1301	ASTORIA	$0.00
934	5	617	16590	7	B	13	1302	ASTORIA	$0.00
934	5	618	16590	7	B	13	1303	ASTORIA	$0.00
934	5	619	16590	7	B	13	1304	ASTORIA	$0.00
934	5	620	16590	7	B	13	1305	ASTORIA	$0.00
934	5	621	16590	7	B	13	1306	ASTORIA	$0.00
934	5	622	16590	7	B	13	1307	ASTORIA	$0.00
934	5	623	16590	7	B	13	1308	ASTORIA	$0.00
934	5	624	16590	7	B	13	1309	ASTORIA	$0.00
934	5	625	16590	7	B	13	1310	ASTORIA	$0.00
934	5	626	16590	7	B	13	1311	ASTORIA	$0.00
934	5	627	16590	7	B	13	1312	ASTORIA	$0.00
934	5	628	16590	7	B	13	1313	ASTORIA	$0.00
934	5	629	16590	7	B	14	1401	ASTORIA	$0.00
934	5	630	16590	7	B	14	1402	ASTORIA	$0.00
934	5	631	16590	7	B	14	1403	ASTORIA	$0.00
934	5	632	16590	7	B	14	1404	ASTORIA	$0.00
934	5	633	16590	7	B	14	1405	ASTORIA	$0.00
934	5	634	16590	7	B	14	1406	ASTORIA	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
934	5	635	16590	7	B	14	1407	ASTORIA	$0.00
934	5	636	16590	7	B	15	1501	ASTORIA	$0.00
934	5	637	16590	7	B	15	1502	ASTORIA	$0.00
934	5	638	16590	7	B	15	1503	ASTORIA	$0.00
934	5	639	16590	7	B	15	1504	ASTORIA	$0.00
930	246	1	16590	12	3	1	01-101	BELVEDERE	$1,197.48
930	246	2	16590	12	3	1	02-102	BELVEDERE	$979.20
930	246	3	16590	12	3	1	03-103	BELVEDERE	$1,197.48
930	246	4	16590	12	3	1	04-104	BELVEDERE	$842.14
930	246	5	16590	12	2	1	05-105	BELVEDERE	$979.20
930	246	6	16590	12	2	1	06-106	BELVEDERE	$1,197.48
930	246	7	16590	12	2	1	07-107	BELVEDERE	$842.14
930	246	8	16590	12	2	1	08-108	BELVEDERE	$979.20
930	246	9	16590	12	1	1	09-109	BELVEDERE	$979.20
930	246	10	16590	12	1	1	10-110	BELVEDERE	$979.20
930	246	11	16590	12	1	1	11-111	BELVEDERE	$842.14
930	246	12	16590	12	1	1	12-112	BELVEDERE	$842.14
930	246	13	16590	12	4	1	13-113	BELVEDERE	$979.20
930	246	14	16590	12	4	1	14-114	BELVEDERE	$979.20
930	246	15	16590	12	5	1	15-115	BELVEDERE	$979.20
930	246	16	16590	12	5	1	16-116	BELVEDERE	$842.14
930	246	17	16590	12	5	1	17-117	BELVEDERE	$1,197.48
930	246	18	16590	12	6	1	18-119	BELVEDERE	$842.14
930	246	19	16590	12	5	1	19-120	BELVEDERE	$1,197.48
930	246	20	16590	12	6	1	20-121	BELVEDERE	$979.20
930	246	21	16590	12	6	1	21-122	BELVEDERE	$1,197.48
930	246	22	16590	12	3	2	22-201	BELVEDERE	$1,197.48
930	246	23	16590	12	3	2	23-202	BELVEDERE	$979.20
930	246	24	16590	12	3	2	24-203	BELVEDERE	$1,197.48
930	246	25	16590	12	3	2	25-204	BELVEDERE	$842.14
930	246	26	16590	12	2	2	26-205	BELVEDERE	$979.20
930	246	27	16590	12	2	2	27-206	BELVEDERE	$1,197.48
930	246	28	16590	12	2	2	28-207	BELVEDERE	$842.14
930	246	29	16590	12	2	2	29-208	BELVEDERE	$979.20
930	246	30	16590	12	1	2	30-209	BELVEDERE	$979.20
930	246	31	16590	12	1	2	31-210	BELVEDERE	$979.20
930	246	32	16590	12	1	2	32-211	BELVEDERE	$979.20
930	246	33	16590	12	1	2	33-212	BELVEDERE	$979.20
930	246	34	16590	12	4	2	34-213	BELVEDERE	$979.20
930	246	35	16590	12	4	2	35-214	BELVEDERE	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	246	36	16590	12	5	2	36-215	BELVEDERE	$979.20
930	246	37	16590	12	5	2	37-216	BELVEDERE	$842.14
930	246	38	16590	12	5	2	38-217	BELVEDERE	$1,197.48
930	246	39	16590	12	5	2	39-218	BELVEDERE	$979.20
930	246	40	16590	12	6	2	40-219	BELVEDERE	$842.14
930	246	41	16590	12	6	2	41-220	BELVEDERE	$1,415.74
930	246	42	16590	12	6	2	42-221	BELVEDERE	$979.20
930	246	43	16590	12	6	2	43-222	BELVEDERE	$1,197.48
930	246	44	16590	12	3	3	44-301	BELVEDERE	$1,197.48
930	246	45	16590	12	3	3	45-302	BELVEDERE	$979.20
930	246	46	16590	12	3	3	46-303	BELVEDERE	$1,197.48
930	246	47	16590	12	3	3	47-304	BELVEDERE	$842.14
930	246	48	16590	12	2	3	48-305	BELVEDERE	$979.20
930	246	49	16590	12	2	3	49-306	BELVEDERE	$1,197.48
930	246	50	16590	12	2	3	50-307	BELVEDERE	$842.14
930	246	51	16590	12	2	3	51-308	BELVEDERE	$979.20
930	246	52	16590	12	1	3	52-309	BELVEDERE	$979.20
930	246	53	16590	12	1	3	53-310	BELVEDERE	$979.20
930	246	54	16590	12	1	3	54-311	BELVEDERE	$979.20
930	246	55	16590	12	1	3	55-312	BELVEDERE	$979.20
930	246	56	16590	12	4	3	56-313	BELVEDERE	$979.20
930	246	57	16590	12	4	3	57-314	BELVEDERE	$979.20
930	246	58	16590	12	5	3	58-315	BELVEDERE	$979.20
930	246	59	16590	12	5	3	59-316	BELVEDERE	$842.14
930	246	60	16590	12	5	3	60-317	BELVEDERE	$1,197.48
930	246	61	16590	12	5	3	61-318	BELVEDERE	$979.20
930	246	62	16590	12	6	3	62-319	BELVEDERE	$842.14
930	246	63	16590	12	6	3	63-320	BELVEDERE	$1,415.74
930	246	64	16590	12	6	3	64-321	BELVEDERE	$979.20
930	246	65	16590	12	6	3	65-322	BELVEDERE	$1,197.48
930	246	66	16590	12	3	4	66-401	BELVEDERE	$1,197.48
930	246	67	16590	12	3	4	67-402	BELVEDERE	$979.20
930	246	68	16590	12	3	4	68-403	BELVEDERE	$1,197.48
930	246	69	16590	12	3	4	69-404	BELVEDERE	$842.14
930	246	70	16590	12	2	4	70-405	BELVEDERE	$979.20
930	246	71	16590	12	2	4	71-406	BELVEDERE	$1,197.48
930	246	72	16590	12	2	4	72-407	BELVEDERE	$842.14
930	246	73	16590	12	2	4	73-408	BELVEDERE	$979.20
930	246	74	16590	12	1	4	74-409	BELVEDERE	$979.20
930	246	75	16590	12	1	4	75-410	BELVEDERE	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	246	76	16590	12	1	4	76-411	BELVEDERE	$979.20
930	246	77	16590	12	1	4	77-412	BELVEDERE	$979.20
930	246	78	16590	12	4	4	78-413	BELVEDERE	$979.20
930	246	79	16590	12	4	4	79-414	BELVEDERE	$979.20
930	246	80	16590	12	5	4	80-415	BELVEDERE	$979.20
930	246	81	16590	12	5	4	81-416	BELVEDERE	$842.14
930	246	82	16590	12	5	4	82-417	BELVEDERE	$1,197.48
930	246	83	16590	12	5	4	83-418	BELVEDERE	$979.20
930	246	84	16590	12	6	4	84-419	BELVEDERE	$842.14
930	246	85	16590	12	6	4	85-420	BELVEDERE	$1,197.48
930	246	86	16590	12	6	4	86-421	BELVEDERE	$979.20
930	246	87	16590	12	6	4	87-422	BELVEDERE	$1,197.48
930	241	4	16590	15	2	1	01-101	LENNOX	$1,415.74
930	241	5	16590	15	2	1	02-102	LENNOX	$1,415.74
930	241	6	16590	15	2	1	03-103	LENNOX	$1,415.74
930	241	7	16590	15	2	1	04-104	LENNOX	$1,197.48
930	241	8	16590	15	2	1	05-105	LENNOX	$1,415.74
930	241	9	16590	15	3	1	06-106	LENNOX	$1,415.74
930	241	10	16590	15	3	1	07-107	LENNOX	$1,415.74
930	241	11	16590	15	3	1	08-108	LENNOX	$1,415.74
930	241	12	16590	15	3	1	09-109	LENNOX	$1,197.48
930	241	13	16590	15	4	1	10-110	LENNOX	$1,197.48
930	241	14	16590	15	4	1	11-111	LENNOX	$1,415.74
930	241	15	16590	15	4	1	12-112	LENNOX	$1,415.74
930	241	16	16590	15	4	1	13-113	LENNOX	$979.20
930	241	17	16590	15	1	1	14-114	LENNOX	$979.20
930	241	18	16590	15	1	1	15-115	LENNOX	$1,197.48
930	241	19	16590	15	1	1	16-116	LENNOX	$1,415.74
930	241	20	16590	15	1	1	17-117	LENNOX	$1,415.74
930	241	21	16590	15	1	1	18-118	LENNOX	$1,415.74
930	241	22	16590	15	2	2	19-201	LENNOX	$1,415.74
930	241	23	16590	15	2	2	20-202	LENNOX	$1,415.74
930	241	24	16590	15	2	2	21-203	LENNOX	$1,415.74
930	241	25	16590	15	2	2	22-204	LENNOX	$1,197.48
930	241	26	16590	15	2	2	23-205	LENNOX	$1,197.48
930	241	27	16590	15	3	2	24-206	LENNOX	$1,197.48
930	241	28	16590	15	3	2	25-207	LENNOX	$1,415.74
930	241	29	16590	15	3	2	26-208	LENNOX	$1,415.74
930	241	30	16590	15	3	2	27-209	LENNOX	$1,197.48
930	241	31	16590	15	4	2	28-210	LENNOX	$1,197.48

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	241	32	16590	15	4	2	29-211	LENNOX	$1,415.74
930	241	33	16590	15	4	2	30-212	LENNOX	$1,415.74
930	241	34	16590	15	4	2	31-213	LENNOX	$1,415.74
930	241	35	16590	15	1	2	32-214	LENNOX	$1,415.74
930	241	36	16590	15	1	2	33-215	LENNOX	$1,197.48
930	241	37	16590	15	1	2	34-216	LENNOX	$1,415.74
930	241	38	16590	15	1	2	35-217	LENNOX	$1,415.74
930	241	39	16590	15	1	2	36-218	LENNOX	$1,415.74
930	241	40	16590	15	2	3	37-301	LENNOX	$1,415.74
930	241	41	16590	15	2	3	38-302	LENNOX	$1,415.74
930	241	42	16590	15	2	3	39-303	LENNOX	$1,415.74
930	241	43	16590	15	2	3	40-304	LENNOX	$1,197.48
930	241	44	16590	15	2	3	41-305	LENNOX	$1,197.48
930	241	45	16590	15	3	3	42-306	LENNOX	$1,197.48
930	241	46	16590	15	3	3	43-307	LENNOX	$1,415.74
930	241	47	16590	15	3	3	44-308	LENNOX	$1,415.74
930	241	48	16590	15	3	3	45-309	LENNOX	$1,197.48
930	241	49	16590	15	4	3	46-310	LENNOX	$1,197.48
930	241	50	16590	15	4	3	47-311	LENNOX	$1,415.74
930	241	51	16590	15	4	3	48-312	LENNOX	$1,415.74
930	241	52	16590	15	4	3	49-313	LENNOX	$1,415.74
930	241	53	16590	15	1	3	50-314	LENNOX	$1,415.74
930	241	54	16590	15	1	3	51-315	LENNOX	$1,197.48
930	241	55	16590	15	1	3	52-316	LENNOX	$1,415.74
930	241	56	16590	15	1	3	53-317	LENNOX	$1,415.74
930	241	57	16590	15	1	3	54-318	LENNOX	$1,415.74
930	241	58	16590	15	2	4	55-401	LENNOX	$1,415.74
930	241	59	16590	15	2	4	56-402	LENNOX	$1,415.74
930	241	60	16590	15	2	4	57-403	LENNOX	$1,415.74
930	241	61	16590	15	2	4	58-404	LENNOX	$1,197.48
930	241	62	16590	15	2	4	59-405	LENNOX	$1,197.48
930	241	63	16590	15	3	4	60-406	LENNOX	$1,197.48
930	241	64	16590	15	3	4	61-407	LENNOX	$1,415.74
930	241	65	16590	15	3	4	62-408	LENNOX	$1,415.74
930	241	66	16590	15	3	4	63-409	LENNOX	$1,197.48
930	241	67	16590	15	4	4	64-410	LENNOX	$1,197.48
930	241	68	16590	15	4	4	65-411	LENNOX	$1,415.74
930	241	69	16590	15	4	4	66-412	LENNOX	$1,415.74
930	241	70	16590	15	4	4	67-413	LENNOX	$1,415.74
930	241	71	16590	15	1	4	68-414	LENNOX	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	241	72	16590	15	1	4	69-415	LENNOX	$1,197.48
930	241	73	16590	15	1	4	70-416	LENNOX	$1,415.74
930	241	74	16590	15	1	4	71-417	LENNOX	$1,415.74
930	241	75	16590	15	1	4	72-418	LENNOX	$1,415.74
445	91	50	16590	9	3	1	101	MARLOWE	$671.28
445	91	50	16590	9	3	1	102	MARLOWE	$671.28
445	91	50	16590	9	3	1	103	MARLOWE	$671.28
445	91	50	16590	9	2	1	104	MARLOWE	$671.28
445	91	50	16590	9	2	1	105	MARLOWE	$671.28
445	91	50	16590	9	2	1	106	MARLOWE	$671.28
445	91	50	16590	9	2	1	107	MARLOWE	$671.28
445	91	50	16590	9	2	1	108	MARLOWE	$671.28
445	91	50	16590	9	2	1	109	MARLOWE	$671.28
445	91	50	16590	9	2	1	110	MARLOWE	$671.28
445	91	50	16590	9	2	1	111	MARLOWE	$671.28
445	91	50	16590	9	1	1	112	MARLOWE	$671.28
445	91	50	16590	9	1	1	113	MARLOWE	$671.28
445	91	50	16590	9	1	1	114	MARLOWE	$671.28
445	91	50	16590	9	1	1	115	MARLOWE	$671.28
445	91	50	16590	9	1	1	116	MARLOWE	$671.28
445	91	50	16590	9	1	1	117	MARLOWE	$671.28
445	91	50	16590	9	1	1	118	MARLOWE	$671.28
445	91	50	16590	9	1	1	119	MARLOWE	$671.28
445	91	50	16590	9	1	1	121	MARLOWE	$671.28
445	91	50	16590	9	1	1	130	MARLOWE	$671.28
445	91	50	16590	9	2	1	131	MARLOWE	$671.28
445	91	50	16590	9	1	1	132	MARLOWE	$671.28
445	91	50	16590	9	2	1	133	MARLOWE	$671.28
445	91	50	16590	9	1	1	134	MARLOWE	$671.28
445	91	50	16590	9	2	1	135	MARLOWE	$671.28
445	91	50	16590	9	3	1	136	MARLOWE	$671.28
445	91	50	16590	9	3	1	137	MARLOWE	$671.28
445	91	50	16590	9	3	1	138	MARLOWE	$671.28
445	91	50	16590	9	3	1	139	MARLOWE	$671.28
445	91	50	16590	9	3	1	140	MARLOWE	$671.28
445	91	50	16590	9	3	1	141	MARLOWE	$671.28
445	91	50	16590	9	3	1	142	MARLOWE	$671.28
445	91	50	16590	9	3	1	143	MARLOWE	$671.28
445	91	50	16590	9	3	1	144	MARLOWE	$671.28
445	91	50	16590	9	3	1	145	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	1	146	MARLOWE	$671.28
445	91	50	16590	9	3	1	147	MARLOWE	$671.28
445	91	50	16590	9	3	1	148	MARLOWE	$671.28
445	91	50	16590	9	3	1	149	MARLOWE	$671.28
445	91	50	16590	9	3	1	150	MARLOWE	$671.28
445	91	50	16590	9	3	1	151	MARLOWE	$671.28
445	91	50	16590	9	3	1	152	MARLOWE	$671.28
445	91	50	16590	9	3	2	201	MARLOWE	$671.28
445	91	50	16590	9	3	2	202	MARLOWE	$671.28
445	91	50	16590	9	3	2	203	MARLOWE	$671.28
445	91	50	16590	9	2	2	204	MARLOWE	$671.28
445	91	50	16590	9	2	2	205	MARLOWE	$671.28
445	91	50	16590	9	2	2	206	MARLOWE	$671.28
445	91	50	16590	9	2	2	207	MARLOWE	$671.28
445	91	50	16590	9	2	2	208	MARLOWE	$671.28
445	91	50	16590	9	2	2	209	MARLOWE	$671.28
445	91	50	16590	9	2	2	210	MARLOWE	$671.28
445	91	50	16590	9	2	2	211	MARLOWE	$671.28
445	91	50	16590	9	1	2	212	MARLOWE	$671.28
445	91	50	16590	9	1	2	213	MARLOWE	$671.28
445	91	50	16590	9	1	2	214	MARLOWE	$671.28
445	91	50	16590	9	1	2	215	MARLOWE	$671.28
445	91	50	16590	9	1	2	216	MARLOWE	$671.28
445	91	50	16590	9	1	2	217	MARLOWE	$671.28
445	91	50	16590	9	1	2	218	MARLOWE	$671.28
445	91	50	16590	9	1	2	219	MARLOWE	$671.28
445	91	50	16590	9	1	2	220	MARLOWE	$671.28
445	91	50	16590	9	1	2	221	MARLOWE	$671.28
445	91	50	16590	9	1	2	230	MARLOWE	$671.28
445	91	50	16590	9	2	2	231	MARLOWE	$671.28
445	91	50	16590	9	1	2	232	MARLOWE	$671.28
445	91	50	16590	9	2	2	233	MARLOWE	$671.28
445	91	50	16590	9	1	2	234	MARLOWE	$671.28
445	91	50	16590	9	2	2	235	MARLOWE	$671.28
445	91	50	16590	9	3	2	236	MARLOWE	$671.28
445	91	50	16590	9	3	2	237	MARLOWE	$671.28
445	91	50	16590	9	3	2	238	MARLOWE	$671.28
445	91	50	16590	9	3	2	239	MARLOWE	$671.28
445	91	50	16590	9	3	2	240	MARLOWE	$671.28
445	91	50	16590	9	3	2	241	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	2	242	MARLOWE	$671.28
445	91	50	16590	9	3	2	243	MARLOWE	$671.28
445	91	50	16590	9	3	2	244	MARLOWE	$671.28
445	91	50	16590	9	3	2	245	MARLOWE	$671.28
445	91	50	16590	9	3	2	246	MARLOWE	$671.28
445	91	50	16590	9	3	2	247	MARLOWE	$671.28
445	91	50	16590	9	3	2	248	MARLOWE	$671.28
445	91	50	16590	9	3	2	249	MARLOWE	$671.28
445	91	50	16590	9	3	2	250	MARLOWE	$671.28
445	91	50	16590	9	3	2	251	MARLOWE	$671.28
445	91	50	16590	9	3	2	252	MARLOWE	$671.28
445	91	50	16590	9	3	3	301	MARLOWE	$671.28
445	91	50	16590	9	3	3	302	MARLOWE	$671.28
445	91	50	16590	9	3	3	303	MARLOWE	$671.28
445	91	50	16590	9	2	3	304	MARLOWE	$671.28
445	91	50	16590	9	2	3	305	MARLOWE	$671.28
445	91	50	16590	9	2	3	306	MARLOWE	$671.28
445	91	50	16590	9	2	3	307	MARLOWE	$671.28
445	91	50	16590	9	2	3	308	MARLOWE	$671.28
445	91	50	16590	9	2	3	309	MARLOWE	$671.28
445	91	50	16590	9	2	3	310	MARLOWE	$671.28
445	91	50	16590	9	2	3	311	MARLOWE	$671.28
445	91	50	16590	9	1	3	312	MARLOWE	$671.28
445	91	50	16590	9	1	3	313	MARLOWE	$671.28
445	91	50	16590	9	1	3	314	MARLOWE	$671.28
445	91	50	16590	9	1	3	315	MARLOWE	$671.28
445	91	50	16590	9	1	3	316	MARLOWE	$671.28
445	91	50	16590	9	1	3	317	MARLOWE	$671.28
445	91	50	16590	9	1	3	318	MARLOWE	$671.28
445	91	50	16590	9	1	3	319	MARLOWE	$671.28
445	91	50	16590	9	1	3	320	MARLOWE	$671.28
445	91	50	16590	9	1	3	321	MARLOWE	$671.28
445	91	50	16590	9	1	3	330	MARLOWE	$671.28
445	91	50	16590	9	2	3	331	MARLOWE	$671.28
445	91	50	16590	9	1	3	332	MARLOWE	$671.28
445	91	50	16590	9	2	3	333	MARLOWE	$671.28
445	91	50	16590	9	1	3	334	MARLOWE	$671.28
445	91	50	16590	9	2	3	335	MARLOWE	$671.28
445	91	50	16590	9	3	3	336	MARLOWE	$671.28
445	91	50	16590	9	3	3	337	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	3	3	338	MARLOWE	$671.28
445	91	50	16590	9	3	3	339	MARLOWE	$671.28
445	91	50	16590	9	3	3	340	MARLOWE	$671.28
445	91	50	16590	9	3	3	341	MARLOWE	$671.28
445	91	50	16590	9	3	3	342	MARLOWE	$671.28
445	91	50	16590	9	3	3	343	MARLOWE	$671.28
445	91	50	16590	9	3	3	344	MARLOWE	$671.28
445	91	50	16590	9	3	3	345	MARLOWE	$671.28
445	91	50	16590	9	3	3	346	MARLOWE	$671.28
445	91	50	16590	9	3	3	347	MARLOWE	$671.28
445	91	50	16590	9	3	3	348	MARLOWE	$671.28
445	91	50	16590	9	3	3	349	MARLOWE	$671.28
445	91	50	16590	9	3	3	350	MARLOWE	$671.28
445	91	50	16590	9	3	3	351	MARLOWE	$671.28
445	91	50	16590	9	3	3	352	MARLOWE	$671.28
445	91	50	16590	9	3	4	401	MARLOWE	$671.28
445	91	50	16590	9	3	4	402	MARLOWE	$671.28
445	91	50	16590	9	3	4	403	MARLOWE	$671.28
445	91	50	16590	9	2	4	404	MARLOWE	$671.28
445	91	50	16590	9	2	4	405	MARLOWE	$671.28
445	91	50	16590	9	2	4	406	MARLOWE	$671.28
445	91	50	16590	9	2	4	407	MARLOWE	$842.14
445	91	50	16590	9	2	4	408	MARLOWE	$671.28
445	91	50	16590	9	2	4	409	MARLOWE	$671.28
445	91	50	16590	9	2	4	410	MARLOWE	$671.28
445	91	50	16590	9	2	4	411	MARLOWE	$671.28
445	91	50	16590	9	1	4	412	MARLOWE	$671.28
445	91	50	16590	9	1	4	413	MARLOWE	$671.28
445	91	50	16590	9	1	4	414	MARLOWE	$671.28
445	91	50	16590	9	1	4	415	MARLOWE	$842.14
445	91	50	16590	9	1	4	416	MARLOWE	$671.28
445	91	50	16590	9	1	4	417	MARLOWE	$671.28
445	91	50	16590	9	1	4	418	MARLOWE	$671.28
445	91	50	16590	9	1	4	419	MARLOWE	$671.28
445	91	50	16590	9	1	4	420	MARLOWE	$671.28
445	91	50	16590	9	1	4	421	MARLOWE	$671.28
445	91	50	16590	9	1	4	430	MARLOWE	$671.28
445	91	50	16590	9	2	4	431	MARLOWE	$671.28
445	91	50	16590	9	1	4	432	MARLOWE	$671.28
445	91	50	16590	9	2	4	433	MARLOWE	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	9	1	4	434	MARLOWE	$671.28
445	91	50	16590	9	2	4	435	MARLOWE	$671.28
445	91	50	16590	9	3	4	436	MARLOWE	$671.28
445	91	50	16590	9	3	4	437	MARLOWE	$671.28
445	91	50	16590	9	3	4	438	MARLOWE	$671.28
445	91	50	16590	9	3	4	439	MARLOWE	$671.28
445	91	50	16590	9	3	4	440	MARLOWE	$671.28
445	91	50	16590	9	3	4	441	MARLOWE	$671.28
445	91	50	16590	9	3	4	442	MARLOWE	$671.28
445	91	50	16590	9	3	4	443	MARLOWE	$671.28
445	91	50	16590	9	3	4	444	MARLOWE	$842.14
445	91	50	16590	9	3	4	445	MARLOWE	$671.28
445	91	50	16590	9	3	4	446	MARLOWE	$671.28
445	91	50	16590	9	3	4	447	MARLOWE	$671.28
445	91	50	16590	9	3	4	448	MARLOWE	$842.14
445	91	50	16590	9	3	4	449	MARLOWE	$671.28
445	91	50	16590	9	3	4	450	MARLOWE	$671.28
445	91	50	16590	9	3	4	451	MARLOWE	$671.28
445	91	50	16590	9	3	4	452	MARLOWE	$842.14
445	91	50	16590	10	7	1	101	MARLOWE	$0.00
445	91	50	16590	10	7	1	102	MARLOWE	$0.00
445	91	50	16590	10	7	1	104	MARLOWE	$0.00
445	91	50	16590	10	7	1	105	MARLOWE	$0.00
445	91	50	16590	10	7	1	106	MARLOWE	$0.00
445	91	50	16590	10	7	1	107	MARLOWE	$0.00
445	91	50	16590	10	5	1	108	MARLOWE	$0.00
445	91	50	16590	10	6	1	109	MARLOWE	$0.00
445	91	50	16590	10	5	1	110	MARLOWE	$0.00
445	91	50	16590	10	6	1	111	MARLOWE	$0.00
445	91	50	16590	10	5	1	112	MARLOWE	$0.00
445	91	50	16590	10	6	1	113	MARLOWE	$0.00
445	91	50	16590	10	5	1	114	MARLOWE	$0.00
445	91	50	16590	10	6	1	115	MARLOWE	$0.00
445	91	50	16590	10	5	1	116	MARLOWE	$0.00
445	91	50	16590	10	6	1	117	MARLOWE	$0.00
445	91	50	16590	10	6	1	118	MARLOWE	$0.00
445	91	50	16590	10	6	1	120	MARLOWE	$0.00
445	91	50	16590	10	6	1	121	MARLOWE	$0.00
445	91	50	16590	10	6	1	122	MARLOWE	$0.00
445	91	50	16590	10	6	1	123	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	6	1	124	MARLOWE	$0.00
445	91	50	16590	10	6	1	125	MARLOWE	$0.00
445	91	50	16590	10	6	1	126	MARLOWE	$0.00
445	91	50	16590	10	6	1	127	MARLOWE	$0.00
445	91	50	16590	10	6	1	128	MARLOWE	$0.00
445	91	50	16590	10	6	1	129	MARLOWE	$0.00
445	91	50	16590	10	6	1	130	MARLOWE	$0.00
445	91	50	16590	10	5	1	150	MARLOWE	$0.00
445	91	50	16590	10	4	1	151	MARLOWE	$0.00
445	91	50	16590	10	4	1	152	MARLOWE	$0.00
445	91	50	16590	10	4	1	153	MARLOWE	$0.00
445	91	50	16590	10	4	1	154	MARLOWE	$0.00
445	91	50	16590	10	4	1	155	MARLOWE	$0.00
445	91	50	16590	10	4	1	156	MARLOWE	$0.00
445	91	50	16590	10	4	1	157	MARLOWE	$0.00
445	91	50	16590	10	4	1	158	MARLOWE	$0.00
445	91	50	16590	10	4	1	159	MARLOWE	$0.00
445	91	50	16590	10	4	1	160	MARLOWE	$0.00
445	91	50	16590	10	4	1	161	MARLOWE	$0.00
445	91	50	16590	10	5	1	162	MARLOWE	$0.00
445	91	50	16590	10	5	1	163	MARLOWE	$0.00
445	91	50	16590	10	4	1	164	MARLOWE	$0.00
445	91	50	16590	10	5	1	165	MARLOWE	$0.00
445	91	50	16590	10	4	1	166	MARLOWE	$0.00
445	91	50	16590	10	5	1	167	MARLOWE	$0.00
445	91	50	16590	10	7	2	201	MARLOWE	$0.00
445	91	50	16590	10	7	2	202	MARLOWE	$0.00
445	91	50	16590	10	7	2	203	MARLOWE	$0.00
445	91	50	16590	10	7	2	204	MARLOWE	$0.00
445	91	50	16590	10	7	2	205	MARLOWE	$0.00
445	91	50	16590	10	7	2	206	MARLOWE	$0.00
445	91	50	16590	10	7	2	207	MARLOWE	$0.00
445	91	50	16590	10	5	2	208	MARLOWE	$0.00
445	91	50	16590	10	6	2	209	MARLOWE	$0.00
445	91	50	16590	10	5	2	210	MARLOWE	$0.00
445	91	50	16590	10	6	2	211	MARLOWE	$0.00
445	91	50	16590	10	5	2	212	MARLOWE	$0.00
445	91	50	16590	10	6	2	213	MARLOWE	$0.00
445	91	50	16590	10	5	2	214	MARLOWE	$0.00
445	91	50	16590	10	6	2	215	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	2	216	MARLOWE	$0.00
445	91	50	16590	10	6	2	217	MARLOWE	$0.00
445	91	50	16590	10	6	2	218	MARLOWE	$0.00
445	91	50	16590	10	6	2	219	MARLOWE	$0.00
445	91	50	16590	10	6	2	220	MARLOWE	$0.00
445	91	50	16590	10	6	2	221	MARLOWE	$0.00
445	91	50	16590	10	6	2	222	MARLOWE	$0.00
445	91	50	16590	10	6	2	223	MARLOWE	$0.00
445	91	50	16590	10	6	2	224	MARLOWE	$0.00
445	91	50	16590	10	6	2	225	MARLOWE	$0.00
445	91	50	16590	10	6	2	226	MARLOWE	$0.00
445	91	50	16590	10	6	2	227	MARLOWE	$0.00
445	91	50	16590	10	6	2	228	MARLOWE	$0.00
445	91	50	16590	10	6	2	229	MARLOWE	$0.00
445	91	50	16590	10	6	2	230	MARLOWE	$0.00
445	91	50	16590	10	5	2	250	MARLOWE	$0.00
445	91	50	16590	10	4	2	251	MARLOWE	$0.00
445	91	50	16590	10	4	2	252	MARLOWE	$0.00
445	91	50	16590	10	4	2	253	MARLOWE	$0.00
445	91	50	16590	10	4	2	254	MARLOWE	$0.00
445	91	50	16590	10	4	2	255	MARLOWE	$0.00
445	91	50	16590	10	4	2	256	MARLOWE	$0.00
445	91	50	16590	10	4	2	257	MARLOWE	$0.00
445	91	50	16590	10	4	2	258	MARLOWE	$0.00
445	91	50	16590	10	4	2	259	MARLOWE	$0.00
445	91	50	16590	10	4	2	260	MARLOWE	$0.00
445	91	50	16590	10	4	2	261	MARLOWE	$0.00
445	91	50	16590	10	5	2	262	MARLOWE	$0.00
445	91	50	16590	10	5	2	263	MARLOWE	$0.00
445	91	50	16590	10	4	2	264	MARLOWE	$0.00
445	91	50	16590	10	5	2	265	MARLOWE	$0.00
445	91	50	16590	10	4	2	266	MARLOWE	$0.00
445	91	50	16590	10	5	2	267	MARLOWE	$0.00
445	91	50	16590	10	7	3	301	MARLOWE	$0.00
445	91	50	16590	10	7	3	302	MARLOWE	$0.00
445	91	50	16590	10	7	3	303	MARLOWE	$0.00
445	91	50	16590	10	7	3	304	MARLOWE	$0.00
445	91	50	16590	10	7	3	305	MARLOWE	$0.00
445	91	50	16590	10	7	3	306	MARLOWE	$0.00
445	91	50	16590	10	7	3	307	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	3	308	MARLOWE	$0.00
445	91	50	16590	10	6	3	309	MARLOWE	$0.00
445	91	50	16590	10	5	3	310	MARLOWE	$0.00
445	91	50	16590	10	6	3	311	MARLOWE	$0.00
445	91	50	16590	10	5	3	312	MARLOWE	$0.00
445	91	50	16590	10	6	3	313	MARLOWE	$0.00
445	91	50	16590	10	5	3	314	MARLOWE	$0.00
445	91	50	16590	10	6	3	315	MARLOWE	$0.00
445	91	50	16590	10	5	3	316	MARLOWE	$0.00
445	91	50	16590	10	6	3	317	MARLOWE	$0.00
445	91	50	16590	10	6	3	318	MARLOWE	$0.00
445	91	50	16590	10	6	3	319	MARLOWE	$0.00
445	91	50	16590	10	6	3	320	MARLOWE	$0.00
445	91	50	16590	10	6	3	321	MARLOWE	$0.00
445	91	50	16590	10	6	3	322	MARLOWE	$0.00
445	91	50	16590	10	6	3	323	MARLOWE	$0.00
445	91	50	16590	10	6	3	324	MARLOWE	$0.00
445	91	50	16590	10	6	3	325	MARLOWE	$0.00
445	91	50	16590	10	6	3	326	MARLOWE	$0.00
445	91	50	16590	10	6	3	327	MARLOWE	$0.00
445	91	50	16590	10	6	3	328	MARLOWE	$0.00
445	91	50	16590	10	6	3	329	MARLOWE	$0.00
445	91	50	16590	10	6	3	330	MARLOWE	$0.00
445	91	50	16590	10	5	3	350	MARLOWE	$0.00
445	91	50	16590	10	4	3	351	MARLOWE	$0.00
445	91	50	16590	10	4	3	352	MARLOWE	$0.00
445	91	50	16590	10	4	3	353	MARLOWE	$0.00
445	91	50	16590	10	4	3	354	MARLOWE	$0.00
445	91	50	16590	10	4	3	355	MARLOWE	$0.00
445	91	50	16590	10	4	3	356	MARLOWE	$0.00
445	91	50	16590	10	4	3	357	MARLOWE	$0.00
445	91	50	16590	10	4	3	358	MARLOWE	$0.00
445	91	50	16590	10	4	3	359	MARLOWE	$0.00
445	91	50	16590	10	4	3	360	MARLOWE	$0.00
445	91	50	16590	10	4	3	361	MARLOWE	$0.00
445	91	50	16590	10	5	3	362	MARLOWE	$0.00
445	91	50	16590	10	5	3	363	MARLOWE	$0.00
445	91	50	16590	10	4	3	364	MARLOWE	$0.00
445	91	50	16590	10	5	3	365	MARLOWE	$0.00
445	91	50	16590	10	4	3	366	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	5	3	367	MARLOWE	$0.00
445	91	50	16590	10	7	4	401	MARLOWE	$0.00
445	91	50	16590	10	7	4	402	MARLOWE	$0.00
445	91	50	16590	10	7	4	403	MARLOWE	$0.00
445	91	50	16590	10	7	4	404	MARLOWE	$0.00
445	91	50	16590	10	7	4	405	MARLOWE	$0.00
445	91	50	16590	10	7	4	406	MARLOWE	$0.00
445	91	50	16590	10	7	4	407	MARLOWE	$0.00
445	91	50	16590	10	5	4	408	MARLOWE	$0.00
445	91	50	16590	10	6	4	409	MARLOWE	$0.00
445	91	50	16590	10	5	4	410	MARLOWE	$0.00
445	91	50	16590	10	6	4	411	MARLOWE	$0.00
445	91	50	16590	10	5	4	412	MARLOWE	$0.00
445	91	50	16590	10	6	4	413	MARLOWE	$0.00
445	91	50	16590	10	5	4	414	MARLOWE	$0.00
445	91	50	16590	10	6	4	415	MARLOWE	$0.00
445	91	50	16590	10	5	4	416	MARLOWE	$0.00
445	91	50	16590	10	6	4	417	MARLOWE	$0.00
445	91	50	16590	10	6	4	418	MARLOWE	$0.00
445	91	50	16590	10	6	4	419	MARLOWE	$0.00
445	91	50	16590	10	6	4	420	MARLOWE	$0.00
445	91	50	16590	10	6	4	421	MARLOWE	$0.00
445	91	50	16590	10	6	4	422	MARLOWE	$0.00
445	91	50	16590	10	6	4	423	MARLOWE	$0.00
445	91	50	16590	10	6	4	424	MARLOWE	$0.00
445	91	50	16590	10	6	4	425	MARLOWE	$0.00
445	91	50	16590	10	6	4	426	MARLOWE	$0.00
445	91	50	16590	10	6	4	427	MARLOWE	$0.00
445	91	50	16590	10	6	4	428	MARLOWE	$0.00
445	91	50	16590	10	6	4	429	MARLOWE	$0.00
445	91	50	16590	10	6	4	430	MARLOWE	$0.00
445	91	50	16590	10	5	4	450	MARLOWE	$0.00
445	91	50	16590	10	4	4	451	MARLOWE	$0.00
445	91	50	16590	10	4	4	452	MARLOWE	$0.00
445	91	50	16590	10	4	4	453	MARLOWE	$0.00
445	91	50	16590	10	4	4	454	MARLOWE	$0.00
445	91	50	16590	10	4	4	455	MARLOWE	$0.00
445	91	50	16590	10	4	4	456	MARLOWE	$0.00
445	91	50	16590	10	4	4	457	MARLOWE	$0.00
445	91	50	16590	10	4	4	458	MARLOWE	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	50	16590	10	4	4	459	MARLOWE	$0.00
445	91	50	16590	10	4	4	460	MARLOWE	$0.00
445	91	50	16590	10	4	4	461	MARLOWE	$0.00
445	91	50	16590	10	5	4	462	MARLOWE	$0.00
445	91	50	16590	10	5	4	463	MARLOWE	$0.00
445	91	50	16590	10	4	4	464	MARLOWE	$0.00
445	91	50	16590	10	5	4	465	MARLOWE	$0.00
445	91	50	16590	10	4	4	466	MARLOWE	$0.00
445	91	50	16590	10	5	4	467	MARLOWE	$0.00
445	91	51	16590	1	W	1	1	RENWICK	$0.00
445	91	51	16590	1	W	1	2	RENWICK	$0.00
445	91	51	16590	1	W	1	3	RENWICK	$0.00
445	91	51	16590	1	W	1	4	RENWICK	$0.00
445	91	51	16590	1	W	1	5	RENWICK	$0.00
445	91	51	16590	1	W	1	6	RENWICK	$0.00
445	91	51	16590	1	W	1	7	RENWICK	$0.00
445	91	51	16590	1	W	1	8	RENWICK	$0.00
445	91	51	16590	1	W	1	9	RENWICK	$0.00
445	91	51	16590	1	W	1	10	RENWICK	$0.00
445	91	51	16590	1	W	1	11	RENWICK	$0.00
445	91	51	16590	1	W	1	12	RENWICK	$0.00
445	91	51	16590	1	W	2	13	RENWICK	$0.00
445	91	51	16590	1	W	2	14	RENWICK	$0.00
445	91	51	16590	1	W	2	15	RENWICK	$0.00
445	91	51	16590	1	W	2	16	RENWICK	$0.00
445	91	51	16590	1	W	2	17	RENWICK	$0.00
445	91	51	16590	1	W	2	18	RENWICK	$0.00
445	91	51	16590	1	W	2	19	RENWICK	$0.00
445	91	51	16590	1	W	2	20	RENWICK	$0.00
445	91	51	16590	1	W	2	21	RENWICK	$0.00
445	91	51	16590	1	W	2	22	RENWICK	$0.00
445	91	51	16590	1	W	2	23	RENWICK	$0.00
445	91	51	16590	1	W	3	24	RENWICK	$0.00
445	91	51	16590	1	W	3	25	RENWICK	$0.00
445	91	51	16590	1	W	3	26	RENWICK	$0.00
445	91	51	16590	1	W	3	27	RENWICK	$0.00
445	91	51	16590	1	W	3	28	RENWICK	$0.00
445	91	51	16590	1	W	3	29	RENWICK	$0.00
445	91	51	16590	1	W	3	30	RENWICK	$0.00
445	91	51	16590	1	W	3	31	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	W	3	32	RENWICK	$0.00
445	91	51	16590	1	W	3	33	RENWICK	$0.00
445	91	51	16590	1	W	3	34	RENWICK	$0.00
445	91	51	16590	1	W	3	35	RENWICK	$0.00
445	91	51	16590	1	W	3	36	RENWICK	$0.00
445	91	51	16590	1	W	3	37	RENWICK	$0.00
445	91	51	16590	1	W	3	38	RENWICK	$0.00
445	91	51	16590	1	W	3	39	RENWICK	$0.00
445	91	51	16590	1	W	3	40	RENWICK	$0.00
445	91	51	16590	1	W	3	41	RENWICK	$0.00
445	91	51	16590	1	W	3	42	RENWICK	$0.00
445	91	51	16590	1	W	3	43	RENWICK	$0.00
445	91	51	16590	1	W	3	44	RENWICK	$0.00
445	91	51	16590	1	W	3	45	RENWICK	$0.00
445	91	51	16590	1	W	3	46	RENWICK	$0.00
445	91	51	16590	1	W	4	47	RENWICK	$0.00
445	91	51	16590	1	W	4	48	RENWICK	$0.00
445	91	51	16590	1	W	4	49	RENWICK	$0.00
445	91	51	16590	1	W	4	50	RENWICK	$0.00
445	91	51	16590	1	W	4	51	RENWICK	$0.00
445	91	51	16590	1	W	4	52	RENWICK	$0.00
445	91	51	16590	1	W	4	53	RENWICK	$0.00
445	91	51	16590	1	W	4	54	RENWICK	$0.00
445	91	51	16590	1	W	4	55	RENWICK	$0.00
445	91	51	16590	1	W	4	56	RENWICK	$0.00
445	91	51	16590	1	W	4	57	RENWICK	$0.00
445	91	51	16590	1	W	4	58	RENWICK	$0.00
445	91	51	16590	1	W	4	59	RENWICK	$0.00
445	91	51	16590	1	W	4	60	RENWICK	$0.00
445	91	51	16590	1	W	4	61	RENWICK	$0.00
445	91	51	16590	1	W	4	62	RENWICK	$0.00
445	91	51	16590	1	W	4	63	RENWICK	$0.00
445	91	51	16590	1	W	4	64	RENWICK	$0.00
445	91	51	16590	1	W	4	65	RENWICK	$0.00
445	91	51	16590	1	W	4	66	RENWICK	$0.00
445	91	51	16590	1	W	4	67	RENWICK	$0.00
445	91	51	16590	1	W	4	68	RENWICK	$0.00
445	91	51	16590	1	W	4	69	RENWICK	$0.00
445	91	51	16590	1	E	1	70	RENWICK	$0.00
445	91	51	16590	1	E	1	71	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	1	72	RENWICK	$0.00
445	91	51	16590	1	E	1	73	RENWICK	$0.00
445	91	51	16590	1	E	1	74	RENWICK	$0.00
445	91	51	16590	1	E	1	75	RENWICK	$0.00
445	91	51	16590	1	E	1	76	RENWICK	$0.00
445	91	51	16590	1	E	1	77	RENWICK	$0.00
445	91	51	16590	1	E	1	78	RENWICK	$0.00
445	91	51	16590	1	E	1	79	RENWICK	$0.00
445	91	51	16590	1	E	1	80	RENWICK	$0.00
445	91	51	16590	1	E	1	81	RENWICK	$0.00
445	91	51	16590	1	E	2	82	RENWICK	$0.00
445	91	51	16590	1	E	2	83	RENWICK	$0.00
445	91	51	16590	1	E	2	84	RENWICK	$0.00
445	91	51	16590	1	E	2	85	RENWICK	$0.00
445	91	51	16590	1	E	2	86	RENWICK	$0.00
445	91	51	16590	1	E	2	87	RENWICK	$0.00
445	91	51	16590	1	E	2	88	RENWICK	$0.00
445	91	51	16590	1	E	2	89	RENWICK	$0.00
445	91	51	16590	1	E	2	90	RENWICK	$0.00
445	91	51	16590	1	E	2	91	RENWICK	$0.00
445	91	51	16590	1	E	2	92	RENWICK	$0.00
445	91	51	16590	1	E	2	93	RENWICK	$0.00
445	91	51	16590	1	E	2	94	RENWICK	$0.00
445	91	51	16590	1	E	2	95	RENWICK	$0.00
445	91	51	16590	1	E	2	96	RENWICK	$0.00
445	91	51	16590	1	E	2	97	RENWICK	$0.00
445	91	51	16590	1	E	2	98	RENWICK	$0.00
445	91	51	16590	1	E	2	99	RENWICK	$0.00
445	91	51	16590	1	E	2	100	RENWICK	$0.00
445	91	51	16590	1	E	2	101	RENWICK	$0.00
445	91	51	16590	1	E	2	102	RENWICK	$0.00
445	91	51	16590	1	E	2	103	RENWICK	$0.00
445	91	51	16590	1	E	2	104	RENWICK	$0.00
445	91	51	16590	1	E	2	105	RENWICK	$0.00
445	91	51	16590	1	E	2	106	RENWICK	$0.00
445	91	51	16590	1	E	3	107	RENWICK	$0.00
445	91	51	16590	1	E	3	108	RENWICK	$0.00
445	91	51	16590	1	E	3	109	RENWICK	$0.00
445	91	51	16590	1	E	3	110	RENWICK	$0.00
445	91	51	16590	1	E	3	111	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	3	112	RENWICK	$0.00
445	91	51	16590	1	E	3	113	RENWICK	$0.00
445	91	51	16590	1	E	3	114	RENWICK	$0.00
445	91	51	16590	1	E	3	115	RENWICK	$0.00
445	91	51	16590	1	E	3	116	RENWICK	$0.00
445	91	51	16590	1	E	3	117	RENWICK	$0.00
445	91	51	16590	1	E	3	118	RENWICK	$0.00
445	91	51	16590	1	E	3	119	RENWICK	$0.00
445	91	51	16590	1	E	3	120	RENWICK	$0.00
445	91	51	16590	1	E	3	121	RENWICK	$0.00
445	91	51	16590	1	E	3	122	RENWICK	$0.00
445	91	51	16590	1	E	3	123	RENWICK	$0.00
445	91	51	16590	1	E	3	124	RENWICK	$0.00
445	91	51	16590	1	E	3	125	RENWICK	$0.00
445	91	51	16590	1	E	3	126	RENWICK	$0.00
445	91	51	16590	1	E	3	127	RENWICK	$0.00
445	91	51	16590	1	E	3	128	RENWICK	$0.00
445	91	51	16590	1	E	3	129	RENWICK	$0.00
445	91	51	16590	1	E	3	130	RENWICK	$0.00
445	91	51	16590	1	E	3	131	RENWICK	$0.00
445	91	51	16590	1	E	3	132	RENWICK	$0.00
445	91	51	16590	1	E	3	133	RENWICK	$0.00
445	91	51	16590	1	E	3	134	RENWICK	$0.00
445	91	51	16590	1	E	3	135	RENWICK	$0.00
445	91	51	16590	1	E	3	136	RENWICK	$0.00
445	91	51	16590	1	E	3	137	RENWICK	$0.00
445	91	51	16590	1	E	3	138	RENWICK	$0.00
445	91	51	16590	1	E	3	139	RENWICK	$0.00
445	91	51	16590	1	E	3	140	RENWICK	$0.00
445	91	51	16590	1	E	3	141	RENWICK	$0.00
445	91	51	16590	1	E	3	142	RENWICK	$0.00
445	91	51	16590	1	E	3	143	RENWICK	$0.00
445	91	51	16590	1	E	4	144	RENWICK	$0.00
445	91	51	16590	1	E	4	145	RENWICK	$0.00
445	91	51	16590	1	E	4	146	RENWICK	$0.00
445	91	51	16590	1	E	4	147	RENWICK	$0.00
445	91	51	16590	1	E	4	148	RENWICK	$0.00
445	91	51	16590	1	E	4	149	RENWICK	$0.00
445	91	51	16590	1	E	4	150	RENWICK	$0.00
445	91	51	16590	1	E	4	151	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	4	152	RENWICK	$0.00
445	91	51	16590	1	E	4	153	RENWICK	$0.00
445	91	51	16590	1	E	4	154	RENWICK	$0.00
445	91	51	16590	1	E	4	155	RENWICK	$0.00
445	91	51	16590	1	E	4	156	RENWICK	$0.00
445	91	51	16590	1	E	4	157	RENWICK	$0.00
445	91	51	16590	1	E	4	158	RENWICK	$0.00
445	91	51	16590	1	E	4	159	RENWICK	$0.00
445	91	51	16590	1	E	4	160	RENWICK	$0.00
445	91	51	16590	1	E	4	161	RENWICK	$0.00
445	91	51	16590	1	E	4	162	RENWICK	$0.00
445	91	51	16590	1	E	4	163	RENWICK	$0.00
445	91	51	16590	1	E	4	164	RENWICK	$0.00
445	91	51	16590	1	E	4	165	RENWICK	$0.00
445	91	51	16590	1	E	4	166	RENWICK	$0.00
445	91	51	16590	1	E	4	167	RENWICK	$0.00
445	91	51	16590	1	E	4	168	RENWICK	$0.00
445	91	51	16590	1	E	4	169	RENWICK	$0.00
445	91	51	16590	1	E	4	170	RENWICK	$0.00
445	91	51	16590	1	E	4	171	RENWICK	$0.00
445	91	51	16590	1	E	4	172	RENWICK	$0.00
445	91	51	16590	1	E	4	173	RENWICK	$0.00
445	91	51	16590	1	E	4	174	RENWICK	$0.00
445	91	51	16590	1	E	4	175	RENWICK	$0.00
445	91	51	16590	1	E	4	176	RENWICK	$0.00
445	91	51	16590	1	E	4	177	RENWICK	$0.00
445	91	51	16590	1	E	4	178	RENWICK	$0.00
445	91	51	16590	1	E	4	179	RENWICK	$0.00
445	91	51	16590	1	E	5	180	RENWICK	$0.00
445	91	51	16590	1	E	5	181	RENWICK	$0.00
445	91	51	16590	1	E	5	182	RENWICK	$0.00
445	91	51	16590	1	E	5	183	RENWICK	$0.00
445	91	51	16590	1	E	5	184	RENWICK	$0.00
445	91	51	16590	1	E	5	185	RENWICK	$0.00
445	91	51	16590	1	E	5	186	RENWICK	$0.00
445	91	51	16590	1	E	5	187	RENWICK	$0.00
445	91	51	16590	1	E	5	188	RENWICK	$0.00
445	91	51	16590	1	E	5	189	RENWICK	$0.00
445	91	51	16590	1	E	5	190	RENWICK	$0.00
445	91	51	16590	1	E	5	191	RENWICK	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	91	51	16590	1	E	5	192	RENWICK	$0.00
445	91	51	16590	1	E	5	193	RENWICK	$0.00
445	91	51	16590	1	E	5	194	RENWICK	$0.00
445	91	51	16590	1	E	5	195	RENWICK	$0.00
445	91	51	16590	1	E	5	196	RENWICK	$0.00
445	91	51	16590	1	E	5	197	RENWICK	$0.00
445	91	51	16590	1	E	5	198	RENWICK	$0.00
445	91	51	16590	1	E	5	199	RENWICK	$0.00
445	91	51	16590	1	E	5	200	RENWICK	$0.00
445	91	51	16590	1	E	5	201	RENWICK	$0.00
445	91	51	16590	1	E	5	202	RENWICK	$0.00
445	91	51	16590	1	E	5	203	RENWICK	$0.00
445	91	51	16590	1	E	5	204	RENWICK	$0.00
445	91	51	16590	1	E	5	205	RENWICK	$0.00
445	91	51	16590	1	E	5	206	RENWICK	$0.00
445	91	51	16590	1	E	5	207	RENWICK	$0.00
445	91	51	16590	1	E	5	208	RENWICK	$0.00
445	91	51	16590	1	E	5	209	RENWICK	$0.00
445	91	51	16590	1	E	5	210	RENWICK	$0.00
445	91	51	16590	1	E	5	211	RENWICK	$0.00
445	91	51	16590	2	NA	NA	NA	RENWICK	$0.00
445	91	52	16590	2	NA	NA	NA	RENWICK	$0.00
445	91	51	16590	3	NA	NA	NA	NA	$0.00
445	91	32	16590	8	NA	NA	NA	NA	$0.00
445	91	47	16590	B	NA	NA	NA	NA	$0.00
445	91	48	16590	C	NA	NA	NA	NA	$0.00
445	231	36	16590	D	NA	NA	NA	NA	$0.00
445	231	34	16590	E	NA	NA	NA	NA	$0.00
930	248	79	16989	2	NA	NA	1	Maxfield	$1,197.48
930	248	80	16989	2	NA	NA	2	Maxfield	$1,197.48
930	248	81	16989	2	NA	NA	3	Maxfield	$842.14
930	248	82	16989	2	NA	NA	4	Maxfield	$1,197.48
930	248	83	16989	2	NA	NA	5	Maxfield	$1,197.48
930	248	84	16989	2	NA	NA	6	Maxfield	$842.14
930	248	85	16989	2	NA	NA	7	Maxfield	$842.14
930	248	86	16989	2	NA	NA	8	Maxfield	$1,197.48
930	248	87	16989	2	NA	NA	9	Maxfield	$1,197.48
930	248	88	16989	3	NA	NA	10	Maxfield	$1,197.48
930	248	89	16989	3	NA	NA	11	Maxfield	$1,197.48
930	248	90	16989	3	NA	NA	12	Maxfield	$842.14

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	248	91	16989	3	NA	NA	13	Maxfield	$842.14
930	248	92	16989	3	NA	NA	14	Maxfield	$1,197.48
930	248	93	16989	3	NA	NA	15	Maxfield	$1,197.48
930	248	94	16989	3	NA	NA	16	Maxfield	$842.14
930	248	95	16989	3	NA	NA	17	Maxfield	$1,197.48
930	248	96	16989	3	NA	NA	18	Maxfield	$1,197.48
930	248	97	16989	3	NA	NA	19	Maxfield	$1,197.48
930	248	98	16989	3	NA	NA	20	Maxfield	$1,197.48
930	248	99	16989	3	NA	NA	21	Maxfield	$842.14
930	249	0	16989	3	NA	NA	22	Maxfield	$1,197.48
930	249	1	16989	3	NA	NA	23	Maxfield	$1,197.48
930	249	2	16989	3	NA	NA	24	Maxfield	$842.14
930	249	3	16989	3	NA	NA	25	Maxfield	$842.14
930	249	4	16989	3	NA	NA	26	Maxfield	$1,197.48
930	249	5	16989	3	NA	NA	27	Maxfield	$1,197.48
930	248	61	16989	4	NA	NA	28	Maxfield	$1,197.48
930	248	62	16989	4	NA	NA	29	Maxfield	$1,197.48
930	248	63	16989	4	NA	NA	30	Maxfield	$842.14
930	248	64	16989	4	NA	NA	31	Maxfield	$842.14
930	248	65	16989	4	NA	NA	32	Maxfield	$1,197.48
930	248	66	16989	4	NA	NA	33	Maxfield	$1,197.48
930	248	67	16989	4	NA	NA	34	Maxfield	$842.14
930	248	68	16989	4	NA	NA	35	Maxfield	$1,197.48
930	248	69	16989	4	NA	NA	36	Maxfield	$1,197.48
930	248	70	16989	4	NA	NA	37	Maxfield	$1,197.48
930	248	71	16989	4	NA	NA	38	Maxfield	$1,197.48
930	248	72	16989	4	NA	NA	39	Maxfield	$842.14
930	248	73	16989	4	NA	NA	40	Maxfield	$1,197.48
930	248	74	16989	4	NA	NA	41	Maxfield	$1,197.48
930	248	75	16989	4	NA	NA	42	Maxfield	$842.14
930	248	76	16989	4	NA	NA	43	Maxfield	$842.14
930	248	77	16989	4	NA	NA	44	Maxfield	$1,197.48
930	248	78	16989	4	NA	NA	45	Maxfield	$1,197.48
930	242	20	16989	5	NA	NA	46	Maxfield	$979.20
930	242	21	16989	5	NA	NA	47	Maxfield	$1,197.48
930	242	22	16989	5	NA	NA	48	Maxfield	$671.28
930	242	23	16989	5	NA	NA	49	Maxfield	$671.28
930	242	24	16989	5	NA	NA	50	Maxfield	$1,197.48
930	242	25	16989	5	NA	NA	51	Maxfield	$979.20
930	242	26	16989	5	NA	NA	52	Maxfield	$671.28

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	27	16989	5	NA	NA	53	Maxfield	$1,197.48
930	242	28	16989	5	NA	NA	54	Maxfield	$979.20
930	242	43	16989	6	NA	NA	55	Maxfield	$979.20
930	242	44	16989	6	NA	NA	56	Maxfield	$1,197.48
930	242	45	16989	6	NA	NA	57	Maxfield	$671.28
930	242	46	16989	6	NA	NA	58	Maxfield	$979.20
930	242	47	16989	6	NA	NA	59	Maxfield	$1,197.48
930	242	48	16989	6	NA	NA	60	Maxfield	$671.28
930	242	49	16989	6	NA	NA	61	Maxfield	$671.28
930	242	50	16989	6	NA	NA	62	Maxfield	$1,197.48
930	242	51	16989	6	NA	NA	63	Maxfield	$979.20
930	243	28	16989	7	NA	NA	64	Maxfield	$979.20
930	243	29	16989	7	NA	NA	65	Maxfield	$1,197.48
930	243	30	16989	7	NA	NA	66	Maxfield	$671.28
930	243	31	16989	7	NA	NA	67	Maxfield	$671.28
930	243	32	16989	7	NA	NA	68	Maxfield	$1,197.48
930	243	33	16989	7	NA	NA	69	Maxfield	$979.20
930	243	34	16989	7	NA	NA	70	Maxfield	$671.28
930	243	35	16989	7	NA	NA	71	Maxfield	$1,197.48
930	243	36	16989	7	NA	NA	72	Maxfield	$979.20
930	243	1	16989	8	NA	NA	73	Maxfield	$979.20
930	243	2	16989	8	NA	NA	74	Maxfield	$1,197.48
930	243	3	16989	8	NA	NA	75	Maxfield	$671.28
930	243	4	16989	8	NA	NA	76	Maxfield	$979.20
930	243	5	16989	8	NA	NA	77	Maxfield	$1,197.48
930	243	6	16989	8	NA	NA	78	Maxfield	$671.28
930	243	7	16989	8	NA	NA	79	Maxfield	$671.28
930	243	8	16989	8	NA	NA	80	Maxfield	$1,197.48
930	243	9	16989	8	NA	NA	81	Maxfield	$979.20
930	243	53	16989	9	10	NA	82	Maxfield	$1,197.48
930	243	54	16989	9	10	NA	83	Maxfield	$1,197.48
930	243	55	16989	9	10	NA	84	Maxfield	$842.14
930	243	56	16989	9	10	NA	85	Maxfield	$842.14
930	243	57	16989	9	10	NA	86	Maxfield	$1,197.48
930	243	58	16989	9	10	NA	87	Maxfield	$1,197.48
930	243	59	16989	9	10	NA	88	Maxfield	$842.14
930	243	60	16989	9	10	NA	89	Maxfield	$1,197.48
930	243	61	16989	9	10	NA	90	Maxfield	$1,197.48
930	243	62	16989	9	11	NA	91	Maxfield	$1,197.48
930	243	63	16989	9	11	NA	92	Maxfield	$1,197.48

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	243	64	16989	9	11	NA	93	Maxfield	$842.14
930	243	65	16989	9	11	NA	94	Maxfield	$1,197.48
930	243	66	16989	9	11	NA	95	Maxfield	$1,197.48
930	243	67	16989	9	11	NA	96	Maxfield	$842.14
930	243	68	16989	9	11	NA	97	Maxfield	$842.14
930	243	69	16989	9	11	NA	98	Maxfield	$1,197.48
930	243	70	16989	9	11	NA	99	Maxfield	$1,197.48
930	243	71	16989	10	12	NA	100	Maxfield	$1,197.48
930	243	72	16989	10	12	NA	101	Maxfield	$1,197.48
930	243	73	16989	10	12	NA	102	Maxfield	$842.14
930	243	74	16989	10	12	NA	103	Maxfield	$842.14
930	243	75	16989	10	12	NA	104	Maxfield	$1,197.48
930	243	76	16989	10	12	NA	105	Maxfield	$1,197.48
930	243	77	16989	10	12	NA	106	Maxfield	$842.14
930	243	78	16989	10	12	NA	107	Maxfield	$1,197.48
930	243	79	16989	10	12	NA	108	Maxfield	$1,197.48
930	243	80	16989	10	13	NA	109	Maxfield	$1,197.48
930	243	81	16989	10	13	NA	110	Maxfield	$1,197.48
930	243	82	16989	10	13	NA	111	Maxfield	$842.14
930	243	83	16989	10	13	NA	112	Maxfield	$1,197.48
930	243	84	16989	10	13	NA	113	Maxfield	$1,197.48
930	243	85	16989	10	13	NA	114	Maxfield	$842.14
930	243	86	16989	10	13	NA	115	Maxfield	$842.14
930	243	87	16989	10	13	NA	116	Maxfield	$1,197.48
930	243	88	16989	10	13	NA	117	Maxfield	$1,197.48
930	242	29	16989	30	NA	NA	1	Granville	$979.20
930	242	30	16989	30	NA	NA	2	Granville	$979.20
930	242	31	16989	30	NA	NA	3	Granville	$979.20
930	242	32	16989	30	NA	NA	4	Granville	$979.20
930	242	33	16989	30	NA	NA	5	Granville	$979.20
930	242	76	16989	30	2	NA	6	Granville	$1,197.48
930	242	77	16989	30	2	NA	7	Granville	$1,197.48
930	242	78	16989	30	2	NA	8	Granville	$1,197.48
930	242	79	16989	30	2	NA	9	Granville	$1,197.48
930	242	80	16989	30	2	NA	10	Granville	$1,197.48
930	242	81	16989	29	3	NA	11	Granville	$1,197.48
930	242	82	16989	29	3	NA	12	Granville	$979.20
930	242	83	16989	29	3	NA	13	Granville	$979.20
930	242	84	16989	29	3	NA	14	Granville	$979.20
930	242	85	16989	29	3	NA	15	Granville	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	86	16989	29	NA	NA	16	Granville	$979.20
930	242	87	16989	29	NA	NA	17	Granville	$979.20
930	242	88	16989	29	NA	NA	18	Granville	$979.20
930	242	89	16989	29	NA	NA	19	Granville	$979.20
930	242	90	16989	29	NA	NA	20	Granville	$979.20
930	242	91	16989	29	NA	NA	21	Granville	$979.20
930	242	92	16989	29	NA	NA	22	Granville	$1,197.48
930	242	69	16989	33	5	NA	23	Granville	$1,197.48
930	242	70	16989	33	5	NA	24	Granville	$979.20
930	242	71	16989	33	5	NA	25	Granville	$979.20
930	242	72	16989	33	5	NA	26	Granville	$979.20
930	242	73	16989	33	5	NA	27	Granville	$979.20
930	242	74	16989	33	5	NA	28	Granville	$979.20
930	242	75	16989	33	5	NA	29	Granville	$979.20
930	242	58	16989	34	NA	NA	30	Granville	$979.20
930	242	59	16989	34	NA	NA	31	Granville	$979.20
930	242	60	16989	34	NA	NA	32	Granville	$842.14
930	242	61	16989	34	NA	NA	33	Granville	$842.14
930	242	34	16989	31	NA	NA	34	Granville	$979.20
930	242	35	16989	31	NA	NA	35	Granville	$979.20
930	242	36	16989	31	NA	NA	36	Granville	$842.14
930	242	37	16989	31	NA	NA	37	Granville	$979.20
930	242	62	16989	32	8	NA	38	Granville	$979.20
930	242	63	16989	32	8	NA	39	Granville	$979.20
930	242	64	16989	32	8	NA	40	Granville	$979.20
930	242	65	16989	32	8	NA	41	Granville	$979.20
930	242	66	16989	32	8	NA	42	Granville	$979.20
930	242	67	16989	32	8	NA	43	Granville	$979.20
930	242	68	16989	32	8	NA	44	Granville	$1,197.48
930	242	38	16989	1	NA	NA	45	Granville	$979.20
930	242	39	16989	1	NA	NA	46	Granville	$979.20
930	242	40	16989	1	NA	NA	47	Granville	$979.20
930	242	41	16989	1	NA	NA	48	Granville	$979.20
930	242	42	16989	1	NA	NA	49	Granville	$979.20
930	242	1	16989	12	NA	NA	50	Granville	$979.20
930	242	2	16989	12	NA	NA	51	Granville	$979.20
930	242	3	16989	12	NA	NA	52	Granville	$979.20
930	242	4	16989	12	NA	NA	53	Granville	$979.20
930	242	5	16989	12	NA	NA	54	Granville	$979.20
930	242	6	16989	11	NA	NA	55	Granville	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	7	16989	11	NA	NA	56	Granville	$979.20
930	242	8	16989	11	NA	NA	57	Granville	$842.14
930	242	9	16989	11	NA	NA	58	Granville	$979.20
445	231	18	16989	28	NA	NA	59	Granville	$0.00
445	231	18	16989	28	NA	NA	60	Granville	$0.00
445	231	18	16989	28	NA	NA	61	Granville	$0.00
445	231	18	16989	28	NA	NA	62	Granville	$0.00
445	231	17	16989	27	NA	NA	63	Granville	$0.00
445	231	17	16989	27	NA	NA	64	Granville	$0.00
445	231	17	16989	27	NA	NA	65	Granville	$0.00
445	231	17	16989	27	NA	NA	66	Granville	$0.00
445	231	17	16989	27	NA	NA	67	Granville	$0.00
445	231	17	16989	27	NA	NA	68	Granville	$0.00
445	231	17	16989	27	NA	NA	69	Granville	$0.00
445	231	17	16989	27	NA	NA	70	Granville	$0.00
445	231	17	16989	27	NA	NA	71	Granville	$0.00
445	231	17	16989	27	NA	NA	72	Granville	$0.00
445	231	17	16989	27	NA	NA	73	Granville	$0.00
445	231	17	16989	27	NA	NA	74	Granville	$0.00
445	231	17	16989	27	NA	NA	75	Granville	$0.00
445	231	17	16989	27	NA	NA	76	Granville	$0.00
445	231	17	16989	27	NA	NA	77	Granville	$0.00
445	231	17	16989	27	NA	NA	78	Granville	$0.00
445	231	17	16989	27	NA	NA	79	Granville	$0.00
445	231	17	16989	27	NA	NA	80	Granville	$0.00
445	231	17	16989	27	NA	NA	81	Granville	$0.00
445	231	17	16989	27	NA	NA	82	Granville	$0.00
445	231	16	16989	26	NA	NA	83	Granville	$0.00
445	231	16	16989	26	NA	NA	84	Granville	$0.00
445	231	16	16989	26	NA	NA	85	Granville	$0.00
445	231	16	16989	26	NA	NA	86	Granville	$0.00
445	231	16	16989	26	NA	NA	87	Granville	$0.00
445	231	16	16989	26	NA	NA	88	Granville	$0.00
445	231	16	16989	26	NA	NA	89	Granville	$0.00
445	231	16	16989	26	NA	NA	90	Granville	$0.00
445	231	16	16989	26	NA	NA	91	Granville	$0.00
445	231	16	16989	26	NA	NA	92	Granville	$0.00
445	231	16	16989	26	NA	NA	93	Granville	$0.00
445	231	16	16989	26	NA	NA	94	Granville	$0.00
445	231	15	16989	25	NA	NA	95	Granville	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	231	15	16989	25	NA	NA	96	Granville	$0.00
445	231	15	16989	25	NA	NA	97	Granville	$0.00
445	231	15	16989	25	NA	NA	98	Granville	$0.00
445	231	15	16989	25	NA	NA	99	Granville	$0.00
445	231	15	16989	25	NA	NA	100	Granville	$0.00
445	231	15	16989	25	NA	NA	101	Granville	$0.00
445	231	15	16989	25	NA	NA	102	Granville	$0.00
445	231	14	16989	24	NA	NA	103	Granville	$0.00
445	231	14	16989	24	NA	NA	104	Granville	$0.00
445	231	14	16989	24	NA	NA	105	Granville	$0.00
445	231	13	16989	23	NA	NA	106	Granville	$0.00
445	231	13	16989	23	NA	NA	107	Granville	$0.00
445	231	13	16989	23	NA	NA	108	Granville	$0.00
445	231	13	16989	23	NA	NA	109	Granville	$0.00
445	231	13	16989	23	NA	NA	110	Granville	$0.00
445	231	12	16989	22	NA	NA	111	Granville	$0.00
445	231	12	16989	22	NA	NA	112	Granville	$0.00
445	231	12	16989	22	NA	NA	113	Granville	$0.00
445	231	12	16989	22	NA	NA	114	Granville	$0.00
445	231	12	16989	22	NA	NA	115	Granville	$0.00
445	231	12	16989	22	NA	NA	116	Granville	$0.00
445	231	12	16989	22	NA	NA	117	Granville	$0.00
445	231	12	16989	22	NA	NA	118	Granville	$0.00
445	231	12	16989	22	NA	NA	119	Granville	$0.00
445	231	11	16989	21	NA	NA	120	Granville	$0.00
445	231	11	16989	21	NA	NA	121	Granville	$0.00
445	231	11	16989	21	NA	NA	122	Granville	$0.00
445	231	11	16989	21	NA	NA	123	Granville	$0.00
445	231	11	16989	21	NA	NA	124	Granville	$0.00
445	231	11	16989	21	NA	NA	125	Granville	$0.00
930	242	10	16989	15	NA	NA	1	Chelsea	$1,415.74
930	242	11	16989	15	NA	NA	2	Chelsea	$979.20
930	242	12	16989	15	NA	NA	3	Chelsea	$1,415.74
930	242	13	16989	15	NA	NA	4	Chelsea	$1,415.74
930	242	14	16989	15	NA	NA	5	Chelsea	$1,415.74
930	242	15	16989	15	NA	NA	6	Chelsea	$1,415.74
930	242	16	16989	15	NA	NA	7	Chelsea	$1,415.74
930	242	17	16989	15	NA	NA	8	Chelsea	$1,415.74
930	242	18	16989	15	NA	NA	9	Chelsea	$1,415.74
930	242	19	16989	15	NA	NA	10	Chelsea	$979.20

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	242	52	16989	16	NA	NA	11	Chelsea	$979.20
930	242	53	16989	16	NA	NA	12	Chelsea	$1,415.74
930	242	54	16989	16	NA	NA	13	Chelsea	$1,415.74
930	242	55	16989	16	NA	NA	14	Chelsea	$1,415.74
930	242	56	16989	16	NA	NA	15	Chelsea	$1,415.74
930	242	57	16989	16	NA	NA	16	Chelsea	$979.20
930	243	19	16989	14	NA	NA	17	Chelsea	$979.20
930	243	20	16989	14	NA	NA	18	Chelsea	$1,415.74
930	243	21	16989	14	NA	NA	19	Chelsea	$1,415.74
930	243	22	16989	14	NA	NA	20	Chelsea	$1,415.74
930	243	23	16989	14	NA	NA	21	Chelsea	$1,415.74
930	243	24	16989	14	NA	NA	22	Chelsea	$1,415.74
930	243	25	16989	14	NA	NA	23	Chelsea	$1,415.74
930	243	26	16989	14	NA	NA	24	Chelsea	$979.20
930	243	27	16989	14	NA	NA	25	Chelsea	$979.20
930	243	10	16989	14	NA	NA	26	Chelsea	$979.20
930	243	11	16989	14	NA	NA	27	Chelsea	$1,415.74
930	243	12	16989	14	NA	NA	28	Chelsea	$1,415.74
930	243	13	16989	14	NA	NA	29	Chelsea	$1,415.74
930	243	14	16989	14	NA	NA	30	Chelsea	$1,415.74
930	243	15	16989	14	NA	NA	31	Chelsea	$1,415.74
930	243	16	16989	14	NA	NA	32	Chelsea	$1,415.74
930	243	17	16989	14	NA	NA	33	Chelsea	$1,415.74
930	243	18	16989	14	NA	NA	34	Chelsea	$979.20
445	231	6	16989	13	5	NA	35	Chelsea	$1,197.48
445	231	6	16989	13	5	NA	36	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	37	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	38	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	39	Chelsea	$1,415.74
445	231	6	16989	13	5	NA	40	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	41	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	42	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	43	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	44	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	45	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	46	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	47	Chelsea	$1,415.74
445	231	6	16989	13	NA	NA	48	Chelsea	$1,197.48
445	231	6	16989	13	NA	NA	49	Chelsea	$1,415.74
930	247	25	16989	20	NA	NA	50	Chelsea	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	247	26	16989	20	NA	NA	51	Chelsea	$1,197.48
930	247	27	16989	20	NA	NA	52	Chelsea	$1,415.74
930	247	28	16989	20	NA	NA	53	Chelsea	$1,415.74
930	247	29	16989	20	NA	NA	54	Chelsea	$1,415.74
930	247	30	16989	20	NA	NA	55	Chelsea	$1,415.74
930	247	31	16989	20	NA	NA	56	Chelsea	$1,415.74
930	247	32	16989	20	NA	NA	57	Chelsea	$1,415.74
930	247	33	16989	20	NA	NA	58	Chelsea	$1,197.48
930	247	19	16989	20	NA	NA	59	Chelsea	$1,197.48
930	247	20	16989	20	NA	NA	60	Chelsea	$1,415.74
930	247	21	16989	20	NA	NA	61	Chelsea	$1,415.74
930	247	22	16989	20	NA	NA	62	Chelsea	$1,415.74
930	247	23	16989	20	NA	NA	63	Chelsea	$1,415.74
930	247	24	16989	20	NA	NA	64	Chelsea	$1,197.48
930	247	1	16989	19	NA	NA	65	Chelsea	$1,197.48
930	247	2	16989	19	NA	NA	66	Chelsea	$1,415.74
930	247	3	16989	19	NA	NA	67	Chelsea	$1,415.74
930	247	4	16989	19	NA	NA	68	Chelsea	$1,415.74
930	247	5	16989	19	NA	NA	69	Chelsea	$1,415.74
930	247	6	16989	19	NA	NA	70	Chelsea	$1,415.74
930	247	7	16989	19	NA	NA	71	Chelsea	$1,415.74
930	247	8	16989	19	NA	NA	72	Chelsea	$1,415.74
930	247	9	16989	19	NA	NA	73	Chelsea	$1,197.48
930	247	10	16989	19	NA	NA	74	Chelsea	$1,197.48
930	247	11	16989	19	NA	NA	75	Chelsea	$1,415.74
930	247	12	16989	19	NA	NA	76	Chelsea	$1,415.74
930	247	13	16989	19	NA	NA	77	Chelsea	$1,415.74
930	247	14	16989	19	NA	NA	78	Chelsea	$1,415.74
930	247	15	16989	19	NA	NA	79	Chelsea	$1,415.74
930	247	16	16989	19	NA	NA	80	Chelsea	$1,415.74
930	247	17	16989	19	NA	NA	81	Chelsea	$1,415.74
930	247	18	16989	19	NA	NA	82	Chelsea	$1,197.48
930	243	37	16989	17	11	NA	83	Chelsea	$1,197.48
930	243	38	16989	17	11	NA	84	Chelsea	$1,415.74
930	243	39	16989	17	11	NA	85	Chelsea	$1,415.74
930	243	40	16989	17	11	NA	86	Chelsea	$1,415.74
930	243	41	16989	17	11	NA	87	Chelsea	$1,415.74
930	243	42	16989	17	11	NA	88	Chelsea	$1,197.48
930	243	43	16989	18	12	NA	89	Chelsea	$1,197.48
930	243	44	16989	18	12	NA	90	Chelsea	$1,415.74

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
930	243	45	16989	18	12	NA	91	Chelsea	$1,415.74
930	243	46	16989	18	12	NA	92	Chelsea	$1,415.74
930	243	47	16989	18	12	NA	93	Chelsea	$1,415.74
930	243	48	16989	18	12	NA	94	Chelsea	$1,415.74
930	243	49	16989	18	12	NA	95	Chelsea	$1,415.74
930	243	50	16989	18	12	NA	96	Chelsea	$1,415.74
930	243	51	16989	18	12	NA	97	Chelsea	$1,197.48
930	243	52	16989	18	12	NA	98	Chelsea	$1,415.74
445	231	24	16989	M	NA	NA	NA	Chelsea	$0.00
445	231	25	16989	Z	NA	NA	NA	Chelsea	$0.00
445	231	26	16989	AA	NA	NA	NA	Chelsea	$0.00
445	231	27	16989	L	NA	NA	NA	Chelsea	$0.00
445	231	28	16989	BB	NA	NA	NA	Granville	$0.00
445	231	29	16989	Q	NA	NA	NA	Granville	$0.00
445	231	30	16989	P	NA	NA	NA	Granville	$0.00
445	231	31	16989	N	NA	NA	NA	Granville	$0.00
445	231	32	16989	O	NA	NA	NA	Granville	$0.00
445	231	33	16989	R	NA	NA	NA	Granville	$0.00
445	231	34	16989	W	NA	NA	NA	NA	$0.00
445	231	19	16989	H	NA	NA	NA	Maxfield	$0.00
445	231	20	16989	G	NA	NA	NA	Maxfield	$0.00
445	231	22	16989	X	NA	NA	NA	Chelsea	$0.00
445	231	23	16989	J	NA	NA	NA	Chelsea	$0.00
445	241	17	16989	E	NA	NA	NA	Maxfield	$0.00
445	241	18	16989	D	NA	NA	NA	Maxfield	$0.00
445	241	19	16989	C	NA	NA	NA	Maxfield	$0.00
445	241	20	16989	B	NA	NA	NA	Granville	$0.00
445	241	21	16989	I	NA	NA	NA	Granville	$0.00
445	241	22	16989	A	NA	NA	NA	Granville	$0.00
445	241	23	16989	U	NA	NA	NA	Granville	$0.00
445	241	25	16989	T	NA	NA	NA	Granville	$0.00
445	241	26	16989	S	NA	NA	NA	Granville	$0.00
445	241	27	16989	Y	NA	NA	NA	Chelsea	$0.00
445	241	28	16989	K	NA	NA	NA	Chelsea	$0.00
445	241	29	16989	W	NA	NA	NA	Chelsea	$0.00

SANTA ANA UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2004-1
SPECIAL TAX LEVY FOR FISCAL YEAR 2016-17

ASSESSOR PARCEL NUMBER									SPECIAL
BOOK	PAGE	PARCEL	Tract	Lot	Building	Floor Level	Unit Number	Project Name	TAX
445	241	24	16989	V	NA	NA	NA	Granville	$0.00

MAJOR CONCLUSIONS

NUMBER OF PARCELS TAXED BY CFD NO. 2004-1	**607**
NUMBER OF PARCELS WITHIN CFD NO. 2004-1	**1,356**
TOTAL SPECIAL TAX LEVY FY 2016/2017	**$614,093.94**

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Adoption of Resolution No. 15/16-3121 Authorization of Contract No. 6334 for California State Preschool Program Services for 2016-17 Program Year**

ITEM: **Action**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Keely Orlando, Coordinator, Early Childhood Education Program**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 15/16-3121 to authorize contract No. 6334 for California State Preschool Program services for the 2016-17 program year.

ITEM SUMMARY:

The California State Preschool Program contract will provide services to 1,142 preschool students

RATIONALE:

There is an established need for quality preschool opportunities for District families. Approving the contract will provide services to 1,142 preschool students at Carver, Davis, Diamond, Franklin, Fremont, Garfield, Heninger, Lowell, Lincoln, Madison, Martin, Pio Pico, Walker, Washington, and Wilson elementary schools, and Warwick Square Pre-Kinder program through California State Preschool funding.

LCAP Goal 3: All students and staff will work in a healthy, safe and secure environment that supports learning.

FUNDING:

California Department of Education/Child Development Division: $3,700,434

RECOMMENDATION:

Adopt Resolution No. 15/16-3121 to authorize contract No. 6334 for California State Preschool Program services for the 2016-17 program year

MR:KO:ez

RESOLUTION No. 15/16-3121

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction and subsequent amendments with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2016–17.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number CSPP-6334-00 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
David Haglund, Ed.D.	Deputy Superintendent	
Stefanie P. Phillips, Ed.D.	Deputy Superintendent	

PASSED AND ADOPTED THIS 28th day of June 2016, by the Governing Board of Santa Ana Unified School District of Orange County, in the State of California.

I, Valerie Amezcua, Clerk of the Governing Board of Santa Ana Unified School District, of Orange, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) (Date)

CCC-37

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	*Federal ID Number*
Santa Ana Unified School District	95-6002823
By (Authorized Signature)	
Printed Name and Title of Person Signing Stefanie P. Phillips, Ed.D., CBO, Deputy Superintendent, Operations	
Date Executed 6/28/16	*Executed in the County of* Orange

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;
2) the person's or organization's policy of maintaining a drug-free workplace;
3) any available counseling, rehabilitation and employee assistance programs; and,
4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,
2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES $50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set

forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over $100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive

payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be*:* (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all

contractors that are not another state agency or other governmental entity.

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 16 - 17

DATE: July 01, 2016

CONTRACT NUMBER: CSPP-6334
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 30-6667-00-6

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA ANA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)*; the STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed $38.53 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of $3,700,434.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement	96,040.0
Minimum Days of Operation (MDO) Requirement	246

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp.

STATE OF CALIFORNIA	**CONTRACTOR**
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING: Sueshil Chandra, Manager	PRINTED NAME AND TITLE OF PERSON SIGNING: Stefanie P. Phillips, ED.D., CBO
TITLE: Contracts, Purchasing and Conference Services	ADDRESS: 1601 E. Chestnut Ave., Santa Ana, CA 92701

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 3,700,434	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0	(OPTIONAL USE) 0656 23038-6667				
TOTAL AMOUNT ENCUMBERED TO DATE: $ 3,700,434	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2016	FISCAL YEAR 2016-2017	
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Award a Contract for Bid Package No. 2905 – Phase 1 Underground Conduit at McFadden Intermediate School Under Emergency Repair Program**

ITEM: **Action**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **David Woolsey, Interim Director, Construction**

BACKGROUND INFORMATION:

Submitted for Board consideration is the staff recommendation for approval to award a contract for Bid Package No. 2905 - Phase 1 Underground Conduit at McFadden Intermediate School under the State Emergency Repair Program.

ITEM SUMMARY:

- Bid Amount: $124,500.00
- Contract Start: June 28, 2016
- Contract End: August 15, 2016
- Utilization of State Emergency Repair Program Funds
- Contractor selection is in compliance with Board Policy 3311(a) - Bids and Public Contract Code Sections 22030-22045.

RATIONALE:

Legal advertisement of notice calling for bids was placed in the *Orange County Register* on April 28, and May 5, 2016. On May 26, 2016, staff received and opened five bids. Ryan Electric, Inc. represents the lowest responsive, responsible bidder. Ryan Electric, Inc. has not contracted with the District for services previously.

Contractor	Bid Amount
Ryan Electric, Inc.	**$124,500.00**
Gilbert & Stearns, Inc.	$127,790.00
AMTEK Construction	$130,703.56
Fast Track Construction Corporation	$222,700.00
M.B. Herzog Electric, Inc.	$228,429.00

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Emergency Repair Program: $124,500.00

RECOMMENDATION:

Authorize staff to award a contract to Ryan Electric, Inc. for Bid Package No. 2905 – Phase 1 Underground Conduit at McFadden Intermediate School under the State Emergency Repair Program.

OW:rb

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Qualified Vendors for Restorative Practice and Violence Prevention Site-initiated Services for Students in Grades K-12 for 2016-17 School Year**

ITEM: **Action**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Dr. Sonia Llamas, Director, School Climate**
Jonathan Geiszler, Director, Purchasing and Stores

BACKGROUND INFORMATION:

The District currently engages in Restorative Practices (RP) at ten school sites; Century HS, Valley HS, Santa Ana HS, Carr IS, Lathrop IS, McFadden IS, Sierra IS, Willard IS, Lorin Griset and REACH Academy. Currently, RP has been incorporated within the existing evidence based PBIS Framework at all schools. In addition, Violence Prevention and Interventions evidence based curriculum such as Joven Noble and Xinachtli has been integrated to provide tiered interventions for challenging youth behaviors.

ITEM SUMMARY:

- Award RFP No. 14-16 for July 1, 2016 through June 30, 2017
- Provide Restorative Practice and/or Violence Prevention Site Based Services Serving Students in Grades K-12

RATIONALE:

The purpose of this agenda item is to seek Board approval of qualified vendors to provide restorative practices and violence prevention services for the 2016-17 school year as needed by school sites. The Request for Proposal (RFP) was advertised, as legally required, in the *Orange County Register*. Ten agencies received bid packages and five submitted proposals.

The five proposals were reviewed and scored by an RFP panel comprised of:

- Carlos Camacho, Grant Director, Orange County Labor Federation (OCLF)
- Rebeca Cerna, Senior Research Associate in the Health & Human Development Program (WestEd)
- Don Han, Senior Human Relations Specialist & BRIDGES Program Assistant Director at Orange County Human Relations Coalition (OCHRC)
- Dr. Sonia Llamas, Director, School Climate (SAUSD)

Each proposal was reviewed and scored based on: program design, elements of high quality programming, organizational design, program evaluation, general budget information, and success and sustainability. All proposers were invited to present and interview with the RFP panel who viewed the presentations and asked a series of questions to each agency. The outcome of the evaluation and interview results was as follows:

Initial Reading	
Agency	**Score**
Project Kinship	91.6/100
OCDE	91.2/100
OCAPICA	86.6/100
Neutral Ground	76.6/100
Southern California Crossroads	Non-responsive

Each school site will be given the option to select services from any of the Board approved qualified vendors to provide restorative practices and violence prevention services for the 2016-17 school year.

LCAP Goal 3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, implementation of restorative practice strategies, expanding drop-out prevention and retention efforts, and mentoring.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not applicable

Individual contracts will be brought to the Board for approval as each school site determines their need for service.

RECOMMENDATION:

Approve Project Kinship, Neutral Ground, Orange County Asian and Pacific Islander Community Alliance, and the Orange County Department of Education as Qualified Vendors to Provide Restorative Practice and Violence Prevention Site-initiated Services Serving Students in Grades K-12, pursuant to RFP No. 14-16 for 2016-17 school year.

TD:sl:jg:mm

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Award Contract for School-based Mental Health Services for High School Students for 2016-17 School Year**

ITEM: **Action**
SUBMITTED BY: **Tina Douglas, Assistant Superintendent, Business Services**
PREPARED BY: **Heidi Cisneros, Executive Director, Pupil Support Services**
Jonathan Geiszler, Director, Purchasing and Stores

BACKGROUND INFORMATION:

Mental health services will provide counseling, case management, crisis response and intervention, suicide evaluation, and threat assessment. The goal is to improve support for our students' social emotional well-being by fostering a safe, constructive learning environment. The services would be provided at the District high schools including Century, Chavez/Lorin Griset Academy, Community Day, Godinez Fundamental, Saddleback, Santa Ana, Segerstrom, and Valley.

ITEM SUMMARY:

- Award RFP No. 21-16 for July 1, 2016 through June 30, 2017
- Provide school-based mental health services for high school students
- One-year award of $1,011,314

RATIONALE:

The purpose of this agenda item is to seek Board approval to award a contract to the Orange County Department of Education Safe Schools and Support Services, pursuant to Request for Proposals (RFP) No. 21-16, for the implementation of school-based mental health services in the amount of $1,011,314.

The RFP was advertised, as legally required, in the *Orange County Register*. Fourteen agencies received bid packages and four submitted proposals. Staff recommends award of a contract to the Orange County Department of Education Safe Schools and Support Services based on the recommendation of the review panel and the evaluation criteria ranking information listed below. Vendor selection is in compliance with requirements within Board Policy.

The four proposals received were reviewed and scored by an RFP panel comprised of:

- Carlos Camacho, Grant Director, Orange County Labor Federation (OCLF)
- Rebeca Cerna, Senior Research Associate in the Health & Human Dev. Program (WestEd)
- Don Han, Senior Human Relations Specialist & BRIDGES Program Asst. Director (OCHRC)

- Heidi Cisneros, Executive Director, Pupil Support Services (SAUSD)
- Dr. Sonia Llamas, Director, School Climate (SAUSD)

Each proposal was reviewed and scored based on: program design, elements of high quality programming, organizational design, program evaluation, general budget information, and success and sustainability. The outcome of the evaluation results was as follows:

Agency	**Score**
Orange County Department of Education Safe Schools	**93.0/100**
Western Youth Services	88.4/100
Seneca	77.8/100
Casa De La Familia	70.0/100

After review of all proposals, panelists noted that the OCDE Safe Schools and Support Services proposal not only scored the highest in evaluation but also offered more services at a lesser cost. Contract award is recommended to Orange County Department of Education Safe Schools for a not to exceed amount of $1,011,314.

LCAP Goal 3.5: Ensure access for low income pupils to the core instructional program by including, but not limited to, Positive Behavior Interventions and Supports (PBIS) training, implementation of restorative practice strategies, expanding drop-out prevention and retention efforts, and mentoring.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Supplemental and Concentration LCAP Funds: $511,314
Medi-Cal: $500,000

RECOMMENDATION:

Authorize to award contract for School-based Mental Health Services for High School Students to the Orange County Department of Education Safe Schools and Support Services, pursuant to RFP No. 21-16, for the 2016-17 school year.

TD:hc:jg:mm

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and (**Orange County Department of Education, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628)** hereinafter referred to as "CONTRACTOR."

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

Pursuant to the proposal submitted for RFP #21-16, Safe Schools utilizes Safety of Students (SOS) Mental Health Program for High School Students and the Juvenile Institutions Mental Health Program. Safe Schools provides mental health services to students which includes: Crisis Assessment and Intervention, Individual Therapy, Family therapy, Group Therapy, and Case Management. Curricula offered includes: *Why Try*, to increase motivation and improve decision making in students; *Training and Redirecting Anger,* geared at anger management; *Healthy Relationships Group,* which focuses on self-esteem, healthy communication, and teen dating violence; and the *Teen Parenting Group,* which is designed to equip students with healthy parenting strategies and to address the challenges that arise from being a teen parent.

Safe Schools Clinical Team provides assessment, intervention, consultation, on-going clinical treatment, targeted case management, resources and referrals, and ensure linkages to community services. Safe Schools Clinical Team also participate in the ongoing collaborative Coordination of Services Team (COST) and Behavioral Emotional Support Team (BEST). BEST and COST are a collaborative effort with SAUSD to advocate for the psychosocial and

educational needs of students at targeted high schools.

Services shall be provided by (Name of specific individual, if required).

2. ***Term:*** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2016** and will diligently perform as required and complete performance by **6/30/2017.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed One Million Eleven Thousand Three Hundred Fourteen Dollars ($1,011,314). DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

_____.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: $6,000 for mileage, $7,500 for presenters/speakers, $3,000 for field trips and incentives, and $6,500 for cell phones.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of 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 Workers' Compensation. CONTRACTOR 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. CONTRACTOR 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 CONTRACTOR's employees.

6. ***Materials:*** CONTRACTOR shall furnish, at its 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: $12,200 for general office and classroom supplies. CONTRACTOR'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:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. ***Copyright/Trademark/Patent:*** CONTRACTOR 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. CONTRACTOR consents to use of CONTRACTOR'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 CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is

appointed on account of CONTRACTOR'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 the **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 charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to 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:*** CONTRACTOR 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 CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, 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 negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, 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, CONTRACTOR 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 CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR 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 **TEN (10)** days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR 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. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

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

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. CONTRACTOR 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 CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR'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:***. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR 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. ***Nondiscrimination:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR 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) by 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:	CONTRACTOR:
Santa Ana Unified School District	**Orange County Department of Education**
1601 E. Chestnut Ave	**200 Kalmus Drive, P.O. Box 9050**
Santa Ana, CA 92701	**Costa Mesa, CA 92628**

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. ***Attorney Fees/Costs:*** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

23. ***Exhibits:*** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

a. Orange County Department of Education School-Based Mental Health Services for High School Students Proposal

THIS AGREEMENT IS ENTERED INTO THIS 29TH DAY OF JUNE, 2016.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Tina Douglas	
Printed Name	Printed Name
Assistant Superintendent, Business Services	
Title	Title
6/28/2016	
Board Approval Date	Social Security or Taxpayer Identification

* Risk Manager should review all insurance requirements for the District.

* Criminal Record Check (Fingerprint), may be applicable.

Santa Ana Unified School District
School-based Mental Health Services
for High School Students

Request for Proposal (RFP) # 21-16

Submitted by:
Orange County Department of Education
ACCESS Safe Schools and Support Services

May 23, 2016

A. Cover Page

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

AIMLIAREI, Ph.D.
CUunty SUperIntendenI
ol Schools

May 23, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave., Room A150
Santa Ana, CA 92701

Dear Doreen Lohnes:

This letter is in response to the Request for Proposal for School-based Mental Health Services for High School Students, RFP # 21-16. This proposal will remain valid for at least 180 calendar days.

Jim Perez, Administrator, ACCESS Safe Schools and Support Services, located at 2910 Red Hill Ave., Suite 200, Costa Mesa, CA 92626, (714) 953-6513, jperez@ocde. us, is the point of contact with the Santa Ana Unified School District on behalf of the Orange County Department of Education.

I, Renee Hendrick, Associate Superintendent, Administrative Services, am the authorized agent to submit and sign documents for the Orange County Department of Education. These documents include, but are not limited to, contracts, purchase requisitions, grant applications, and grant acceptances. I, or an authorized agent on my behalf, will negotiate with the Santa Ana Unified School District.

Renee Hendrick
Associate Superintendent
Administrative Services
Orange County Superintendent of Schools
200 Kalmus Drive, Costa Mesa, CA 92626
rhendrick @ocde.us
(714) 966-4061

ORANGE COUNTY
BOARD OF EDUCATION
JOHN W. BEDELL. PH.D.
DAVID L BOYD
ROBERT M. HAMMOND
LINDA LINDHOLM
KEN L WIWAMS, 00

B. Table of Contents

B. Table of Contents

A. Cover Page ..... **i**

C. Proposal Description **1-27**

- **Scope of Work** **2**
  - **Proposal Content** **3-22**
    - o **Program Design** **3-8**
    - o **Elements of High-Quality Programming** **8-15**
      - Program Structure and Design **8-11**
      - High Quality Staff **11-14**
      - Safe and Appropriate Environment **14-15**
      - Targeted Social-Emotional Support **15-17**
    - o **Organizational Design** **17**
      - Capacity **17**
      - Professional Development **17-18**
      - Communication/Information Dissemination **18**
      - Mental Health Interns/Trainees **18**
    - o **Program Evaluation** **19-20**
    - o **General Budget Information** **20-21**
    - o **Success and Sustainability** **21-22**

D. Statement of Experience **23-28**

E. Insurance **29-30**

F. Cost Information **31-33**

G. Additional Requirements **34-35**

- **Appendix** **36-75**
  - oSafe Schools and Support Services Program Organizational Chart… **37-38**
  - oResumes… **39-63**
  - oLetters of Support… **64-73**
  - oBehavioral Emotional Support Team (BEST) Year End Student Data for Mental Health Services in Santa Ana **74-76**

C. Proposal Description

Santa Ana Unified School-based Mental Health Services
for High School Students
Scope of Work

Position	Additional Staff Support	Description	School Served	Cost Breakdown
Administrator	N/A	• Oversee the program • Provide communication to staff and SAUSD administrators		$26,602 (including benefits)
Clinical Supervisor	Includes 4-6 Master's level Social Work Interns** 2,000-3,000 hours of in-kind services	• Supervise mental health clinicians assigned to each specific site • Supervise 4-6 mental health interns • Provide professional development for MHC's • Support administration with crisis response, threat assessment and interventions • Provide professional development for teachers on issues such as mental health, child abuse, diversity issues, classroom strategies, bullying, and trauma. • Assistant will coordinate file system and student database according to legal obligations according to student privacy rights and clinical standards.		$114,958 (including benefits)
Gang Intervention Specialist	N/A	• Provides technical support to school administrators, staff, parents, and students in gang intervention trainings • Supports the Crisis Response Team • Leverages community resources and linkages.		Position: $34,610 (including benefits)
Mental Health Clinician (MHC)	Includes 10-20 MSW & 5 Bachelor's in Social Work or Human Services Interns	• Provide school-based individual, group, and family therapy (with in-home visits as needed). • Develop appropriate mental health services based on student and school needs. • Provide suicide assessment, psychiatric referrals, and crisis response services as needed. • Facilitate student support groups on topics like: depression, abuse, anger management, gangs, and exposure to violence at home and in the community. • Provide referrals for employment, shelter, health insurance, child abuse prevention, food, financial assistance, and substance abuse services to the students and families and community based services. • Participate in BEST, COST, SST, & SARB meetings • Participate in IEP's when necessary • Will provide crisis response services and participate in threat assessment teams as appropriate	**Century High School**	Position: $85,538 (including benefits)
Mental Health Clinician (MHC)			**Santa Ana High School**	Position: $85,538 (including benefits)
Mental Health Clinician (MHC)			**Valley High School**	Position: $69,262 (including benefits)
Mental Health Clinician (MHC)			**Saddleback High School**	Position: $89,249 (including benefits)
Mental Health Clinician (MHC)			**Godinex Fundamental High School**	Position: $91,685 (including benefits)
Mental Health Clinician (MHC)			**Segerstrom High School**	Position: $70,251 (including benefits)
Mental Health Clinician (MHC)			**Chavez High School/Lorin Griset Academy**	Position: $77,838 (including benefits)
Mental Health Clinician (MHC)			**Community Day School**	Position: $69,532 (including benefits)
Administrative Assistant - includes position for record keeping, office support, and evaluation reports (including benefits)				$75,171
Supplies				$10,000
Instructional Supplies				$2,200
Mileage				$6,000
Consultants				$7,500
Field Trips				$3,000
Cell Phones				$6,500
Subtotal				$925,434
Indirect 9.28%				$85,880
Total				**$1,011,314**

Santa Ana Unified School District
School-based Mental Health Services for High School Students
C. Proposal Description

A. Program Design

Describe how mental health providers will offer highly specialized knowledge that includes expertise, experience and ability in the provision of mental health services for high school students.

School-based mental health is linked to a student's well-being and positive changes in the school climate. Safe Schools has already pioneered a highly specialized school-based mental health program for high school students in collaboration with the Santa Ana Unified School District (SAUSD). Existing services include a timely and comprehensive response to mental health referrals for individual, group and family therapy, trauma-focused cognitive behavioral therapy, substance abuse counseling, case management, crisis response and intervention, suicide/homicide assessment, threat assessment, and submission of reports to Orange County Child Abuse Registry. The partnership with SAUSD currently provides school-based mental health services with ten qualified licensed and pre-licensure staff. To strengthen this effort, Safe Schools has partnered with various internship programs at University of Southern California, California State University, Long Beach, California State University, Fullerton, Azusa Pacific University, and other private universities, to recruit 14 Master's level and Bachelor level interns which allows more efficient and intense case management, outreach, tracking, and follow-up.

Safe Schools is the first to implement a school based mental health program with a Crisis Response Team in Orange County. The Safe Schools Clinical Team is trained and certified in Critical Incident Stress Management (CISM) and has a wealth of experience in both responding to and leading crisis response incidents. Safe Schools Clinical Team members who serve SAUSD have completed their Master's degree in Social Work or Marriage and Family Therapy (MSW's/MFT's). Additionally, more than half of the clinical staff hold a Pupil Personnel Services (PPS) credential in either School Social Work or School Counseling.

The Safe Schools Clinical Team has experience in using evidence-based practices for school-based mental health programs. Safe Schools utilizes Safety of Students (SOS) Mental Health Program for High School Students and the Juvenile Institutions Mental Health Program. In 2011, Safe Schools established a unique partnership with SAUSD to provide mental health services to students which includes: Crisis Assessment and Intervention, Individual Therapy,

Family therapy, Group Therapy, and Case Management. Curricula currently offered includes: *Why Try*, to increase motivation and improve decision making in students; *Training and Redirecting Anger*, geared at anger management; *Healthy Relationships Group,* which focuses on self-esteem, healthy communication, and teen dating violence; and the *Teen Parenting Group*, which is designed to equip students with healthy parenting strategies and to address the challenges that arise from being a teen parent.

Safe Schools Clinical Team provides assessment, intervention, consultation, on-going clinical treatment, targeted case management, resources and referrals, and ensure linkages to community services. Safe Schools Clinical Team also participate in the ongoing collaborative Coordination of Services Team (COST) and Behavioral Emotional Support Team (BEST). BEST and COST are a collaborative effort with SAUSD to advocate for the psychosocial and educational needs of students at targeted high schools. These services are essential to a school's ability to promote a safe learning environment, address classroom behaviors, prevent and respond to crisis, and identify and treat mental health problems.

Safe Schools will build upon it's over twenty-year history of school-based mental health services through the Response to Intervention (RTI), Positive Behavioral Interventions and Support (PBIS), and other strength-based tertiary prevention, treatment, referral, and follow-up strategies. These strategies enhance the academic experience and well-being for all SAUSD high school students. It provides a seamless link with the school administrators, school personnel, mental health professionals, community service providers, and law enforcement while utilizing the principles of PBIS, RTI, and cultural responsiveness.

Expertise: Positions within the Safe Schools Clinical Team include a Clinical Program Lead, Licensed Social Service Clinicians, Social Service Clinicians, and Short-term Clinicians, Master's level and Bachelor level interns. All members of the Safe Schools Clinical Team are essential to the success of the outlined grant activities offered to students and the student body as a whole. Safe Schools Clinical Team is organized to function as a single unit with many tiered-levels of specialized knowledge and service delivery. There is an established hierarchy of staff, based on varying levels of education, training, and experience. Along with clinical service providers, there are also support staff integrated within the clinical team structure. Specialized knowledge and services include: individual therapy and treatment planning, group counseling, family therapy and parent contacts, trauma-focused cognitive behavioral therapy, substance abuse counseling, relapse prevention planning, case management, crisis response and intervention, suicide/homicide assessment, threat assessment, and submission of reports to Orange County Child Abuse Registry. Safe Schools Clinical Team is trained and certified as

Critical Incident Stress Management responders and incident leaders for both individual and group crisis response. This allows for Clinicians to support SAUSD students, administrators, and staff when a crisis and/or critical stress incident occurs on campus or in the community, directly impacting the campus.

Experience: Safe Schools has an established track record for providing school-based mental health services for SAUSD for the past five years. Serving as an Orange County model for the first Crisis Intervention Team, provisions are already in place that ensures support for a safer environment conducive to learning and social-emotional growth. A quick and thorough response to the needs of individual students and the student body as a whole is ensured because clinicians are already staffed at nine SAUSD high schools.

Ability: As previously mentioned, school-based mental health services provided for SAUSD has been in place for the last five years. The Safe Schools Clinical Team works collaboratively with community and county agencies, probation officers, law enforcement and SAUSD through established partnerships. Clinicians provide school-based mental health services and include a broad range of assessment, prevention, intervention, tracking, counseling, consultation, referral activities, and services. These services are vital to a school's ability to ensure a safe and stable learning environment for all high school students and addresses classroom behavior and discipline. The current service delivery model includes a Clinical Program Lead, nine mental health clinicians, and 14 Master's level and Bachelor level interns for nine targeted SAUSD high schools. Qualifications for Clinicians include licensed and/or license eligible MSW's/MFT's, and candidates registered with the California Board of Behavioral Services. More than 50% of Safe Schools Clinical Team and support staff are bilingual in Spanish and hold a PPS credential in School Social Work or School Counseling. In addition, Safe Schools' work schedule conforms to the District's 182-day school calendar.

Describe how mental health services will support student achievement and well-being.

A 2013 study by the federal center for Centers for Disease Control and Prevention found that 13 to 20 percent of American children "experience a mental disorder in a given year." It is important to support children's mental health. The Safe Schools Clinical Team provides a wide range of services including, but not limited to, needs assessment, individual, group and family therapy, trauma-focused cognitive behavioral therapy, substance abuse counseling, relapse prevention planning, case management, crisis response and intervention, suicide/homicide assessment, threat assessment, submission of reports to Orange County Child Abuse Registry and linkages to community resources. The priority of the Safe Schools Clinical Team is to

support SAUSD students in maximizing their overall functioning in their school environment.

Safe Schools provides school-based mental health services that include individual and group counseling, crisis response and intervention, case management, referrals to community resources, and linkages to social service providers to address the serious issues of a student's experience. Issues include depression, substance abuse, suicide/homicide ideation, psychosis, Post-Traumatic Stress Disorder (PTSD), bullying, anxiety, teen pregnancy, self-injurious behaviors, child abuse, human trafficking, and other mental health concerns that only qualified mental health clinicians can effectively address. Safe Schools also provides Targeted Case Management, a short-term, goal-oriented service that is specifically designed to meet each student's individual needs. Clinicians meet with students weekly or bi-weekly to offer support not provided in the community. This service is best suited for students who require services but do not qualify, for various reasons, to receive services through community agencies. The Safe Schools Clinical Team is known for tailoring services to meet the specific needs of each student and each school site served.

The Safe Schools Clinical Team is trained and experienced in diagnosis using the Diagnostic and Statistical Manual of Mental Disorders V (DSM V) and making referrals for chronic and psychotic disorders in need of medication evaluations. Clinicians are trained to evaluate students in need of psychiatric holds due to being a danger to themselves or others. Each Clinician works collaboratively with the county Centralized Assessment Team (CAT) to hospitalize students with active suicide and homicide ideation. Having Clinicians positioned within the Safe Schools' school-based mental health model is critical due to the nature of the population and need to maintain effective intervention techniques to prevent a crisis. Each of the aforementioned services allows students to receive the help that they need in order to focus on their personal and academic success.

As students benefit from mental health services, their behavior and academic performance improves, leading to increased functioning and decreased truancy, bullying, and disciplinary actions. All efforts improve the school climate. As students learn healthier strategies for coping, they are better able to manage social and emotional stressors and improve their overall functioning and decision-making.

See reports, statistics, and proven outcomes in the appendices.

Describe how mental health services will be structured to ensure quick and thorough response to the needs of individual students and the student body as a whole.

School-based mental health services are structured to ensure quick and thorough response. Direct communication with school administrators and staff offers a clear referral process. The Safe Schools Clinical Team also participates on the COST and BEST Teams at each school site.

The process for mental health referrals is tailored to the needs of each particular school site and is determined by a designated school administrator, staff, and/or the Clinician. The Safe Schools Clinical Team works closely with administrators and members of the COST and BEST Teams to identify the appropriate mental health services for a student.

A student is referred to the Safe Schools Clinical Team by a designated contact person (e.g. Principal, Assistant Principal, lead counselor). The student is assessed by the Clinician for service needs and safety risks. Parents are contacted to obtain consent. School-based mental health services are then provided or the student is referred to community agencies for mental health services and/or basic needs resources.

The presence of the Safe Schools Clinical Team at SAUSD high schools ensures a quick and thorough response to student needs. Immediate attention and intervention are provided to students identified as being in crisis. A risk assessment is conducted to determine imminent threat or danger, which includes: suicide and homicide ideation/plans/intent; current child abuse; and the need for basic resources. Once risk factors are determined, the Clinician follows the Safe Schools Clinical Team protocol in notifying appropriate agencies (e.g. Centralized Assessment Team, law enforcement, Orange County Child Abuse Registry), parents and/or administrators.

In cases involving on-going clinical services, individual treatment plans are determined with the student upon completion of an initial needs assessment and clinical assessment which includes a mental status exam, as well as a full biopsychosocial assessment and diagnosis. The Clinician works with the student, and sometimes the student's family to help increase the student's insight toward his/her presenting problems; develop and practice healthy coping; and eventually integrating new skills into the student's daily life.

In addition, Safe Schools Clinical Team addresses, and will continue to address, non-mental health concerns impacting the students' ability to focus in school through case management services. Case management services establish linkages for the student and their families by connecting them to much needed resources. These resources include medical care or insurance enrollment; housing assistance; child care; transportation support; food bank;

clothing; toiletries; employment; and other basic resources needs. Case management offer students a single point of contact within a school-based mental health services model. Students require multiple services in a quick and thorough manner to ensure a comprehensive approach to school-based mental health services. The strongest rationale for case management is that it consolidates to a single point of reference for students and the student body as a whole. Case management replaces a random process of referrals with a single, well-structured system. It offers the students continuity.

For over twenty years, Safe Schools has maintained a highly reputable professional relationship with community service providers working with high-risk youth. Therefore, Safe Schools is often able to find creative and flexible resources to meet students and the student body's needs.

B. Elements of High Quality Programming

Program Structure and Design: Describe the ways in which the mental health program will be connected to and interface with school administration, staff, students, and parents.

Safe Schools school-based mental health programs connect and interface with school administration, staff, students, and parents by addressing four interconnected components: Response to Intervention, Treatment, Referral, and Follow-up.

Response to Intervention (RTI): Safe Schools' history of providing effective school-based mental health services has allowed for a mastery of the tenets of PBIS and RTI which inherently focus on an inclusive and collaborative approach to addressing the needs of each unique school community. The concerns of school administrators, staff, students, and parents matter. Students that feel safe and supported at school are more likely to achieve academic success. With this understanding, Safe Schools is an important component for addressing the needs of the Whole Child within the school community. The Safe Schools Clinical Team is trained to intervene in a supportive manner in order to mitigate the extenuating factors that impact the student population at SAUSD. The social, emotional, and basic needs of students must be met to ensure that each student is successful in school.

Safe Schools Clinical Team understands that based on RTI, 80%-90% of their assigned school population will benefit from universal intervention. In addition, 5%-10% of the school population will require secondary intervention, and 1%-5% will require tertiary intervention. Universal/Early Intervention is designed to cast a wide net in addressing the needs of the general student population with a preventative and proactive strategy in mind.

Early intervention promotes a school environment that supports the positive development of all students – socially, emotionally, and academically. The early intervention strategies include: school-wide mental health initiatives; address substance abuse; teen dating violence or bullying; trauma-informed care; and social emotional learning (SEL). The Safe Schools Clinical Team will continue to implement other important interventions through this grant which includes: The American Psychiatric Association's research, titled *Typical or Troubled?* Training Curriculum. *Typical or Troubled?* is available for all school staff and parents. The Safe Schools Clinical Team also provides psycho-education to stakeholders along with interfacing with school sites in a collaborative and comprehensive manner. This dissemination of information allows school administrators, staff, parents, and students to have access to information about effective support strategies. In addition, *Typical or Troubled?* allows the school community to be cohesive in addressing student needs while also understanding what secondary and tertiary intervention options are available. Secondary Intervention is critical for at risk students that require rapid and efficient intervention. The Safe Schools Clinical Team is prepared to address the needs of second tier students through an established collaborative system that integrates school administrators, teachers, parents, students, and other support staff. Often times, secondary intervention is required as a direct result of unexpected circumstances. During a crisis, schools face unusual demands. The Safe Schools Clinical Team maintains a day-to-day presence at each targeted SAUSD school site, and adapts to unexpected and unpredictable circumstances. School administrators, staff, and students can be impacted by a crisis at any given time. Therefore, a preplanned, systematic organizational model that effectively directs resources and ensures effective decision making in the event of a school crisis is critical. The Safe Schools' model ensures a well thought out and effective intervention response is in place to manage the highest risk situations. This model includes an established notification protocol, a formal request process for additional support during times of need, and the availability of replacement or back-up staff in the event that a staff member is absent or the site requires additional support due to the scope of the crisis. Whether the crisis is management of basic needs or managing the impact of a traumatic incident, Safe Schools' clinicians are prepared to provide intervention. Additionally, secondary intervention is also an option when the support students require is that of a short-term nature. The Safe Schools Clinical Team offers targeted case management for group intervention to support the needs of students. These types of secondary intervention services can include character development and skill building. Effective secondary intervention allows the Safe Schools Clinical Team to impede the escalation of untreated mental health conditions, unfulfilled basic needs, or risks of violence to escalate to the need for tertiary

intervention. Through the effective use of BEST and COST meetings, crisis notifications, stakeholders are able to identify the needs of students and Clinicians are able to ensure an appropriate response to the need.

Tertiary Intervention is reserved for students who require individualized, high intensity, assessment based intervention. Clinicians provide intensive individualized services to in order to mitigate the severe impact of psycho-social stressors on these students' level of overall functioning. While students requiring tertiary intervention may also come to be identified through the crisis response model that is in place, these students will likely be more easily identified through BEST and/or COST meetings and Student Attendance Review Board (SARB) meetings. As students who demonstrated a pattern of chronic impairment in functioning are referred for Tertiary Intervention. Clinicians collaborate with BEST and COST Teams in order to support the adequate screening of students. Students identified for Tertiary Intervention will receive a comprehensive needs assessment. In addition, a comprehensive mental health assessment/screening; development of treatment goals; and implementation of treatment strategies will include the necessary forms of therapy and community linkages. The entire process helps to improve the overall functioning and support of the whole child. This also requires long term intervention with consistent monitoring of progress and re-evaluation of needs. School administrators, teacher, and parents participate in the process for the student receiving services.

Treatment: The opportunity to promote positive youth development is embedded in Safe School' comprehensive school-based mental health services program. Safe Schools connects and interfaces with students on a daily basis by providing on-site Clinicians. The goal is to build trust with the school administrators, staff, and students on at the school site for: crisis, group facilitation, individual treatment, and general psycho-education of the school community. For students that show serious signs of stress or agitation, trust helps as a direct prevention strategy. Prevention and early detection combined with mental health counseling promotes positive school climate and well-being for all students.

Referral: Safe Schools has developed a referral procedure within SAUSD that enhances efficiency and provides an effective response for students in need of mental health or other supportive services. This procedure is important to understanding how the connections between key school personnel are managed. The referral procedure begins with the comprehensive training of all school staff through the *Typical or Troubled?* curriculum. This training allows Clinicians to utilize their expertise to teach school staff about how to identify typical adolescent behavior and troubling adolescent behavior. *Typical and Troubled?* also teaches staff how to

respond appropriately to student concerns. In addition, school administrators and staff are educated about: crisis and imminent needs; how to take action; and what services each Clinicians are trained to provide to students. The formal referral process for students who are not in crisis and are not exhibiting imminent needs is also taught during the *Typical or Troubled?* curriculum training. The formal referral process begins with staff, parents, or students sharing their concerns with school administrators. Referrals are filtered through school administrators, on a daily basis. School administrators interface with the assigned Clinician to assign the targeted referrals at the weekly COST or BEST meetings. During the COST and BEST meetings, Clinicians are a part of a multidisciplinary team and collaborative discussion about a targeted student's issue. A team decision is made on which provider can offer the most effective response and intervention for a student. This system allows for the Safe Schools Clinical Team to maximize its time with the highest risk students. Expertise in mental health; emotional disturbance; substance abuse; child abuse; and trauma informed care affords a Clinician a unique advantage in managing difficult issues. In addition, the inclusion of: school personnel family; community liaisons; academic counselors; school psychologists; and administrators makes the process more effective and efficient. It also helps alleviate the responsibility for student mental health issues that are best addressed by the Safe Schools' clinicians.

Follow-up: Safe Schools understands communication is key. Clinicians and interns meet weekly with collaborators to discuss current cases to ensure appropriate services are offered to each student and individual needs are met. These weekly collaborative meetings ensure services are not duplicated, and the maximum number of students are receiving services at each school site. Clinicians use a variety of tools to communicate with administration and parents about the services provided to students. These tools include: Monthly Statistical Reports and Monthly Tracking Forms. During COST and BEST meetings and collaborative meetings, information is shared about services and student progress.

High Quality Staff: Describe credentials, educational background and license for proposed service providers.

Each of the Safe Schools Clinical Team members who will be serving in the capacity of a clinician has completed their Master's degree in Social Work or Marriage and Family Therapy. As stated in the Request for Proposal, a Safe Schools Clinical Team member will be physically present at each of the targeted high schools during the hours of service required.

The Request for Proposal states that a Clinical Supervisor/Program Lead is needed to supervise the clinical staff and interns. A major component in staffing this position is the assigned professional has appropriate training and experience. Safe Schools plans to utilize a

Licensed Marriage and Family Therapist (LMFT) for this position with the training, experience, and qualifications to legally and ethically supervise the clinical team and mental health services provided to targeted school sites. In order to obtain a license from the California Board of Behavioral Sciences, an MFT must obtain 3,000 hours of supervised experience. This experience includes the use of applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment.

The qualifications of the Clinical Program Lead includes: a valid license to practice as a Marriage and Family Therapist (MFT) in the state of California; completion of a graduate program resulting in a Master's degree in Social Work Counseling, Psychology or related field; and clinical supervision experience with Master's level, license eligible clinical staff and interns. The Licensed Marriage and Family Therapist for this position has six years of previous employment history with high-risk students. She also has two years of experience as a mental health Clinician servicing SAUSD targeted high schools, and one year of experience supervising the Safe Schools Safety of Students Mental Health Program and its Clinicians. Responsibilities include conducting assessments; individual, family, and group counseling sessions; utilizing the Diagnostic and Statistical Manual of Mental Disorders V (DSM V); crisis assessment and intervention, maintaining required documentation for each student; abiding by confidentiality procedures linking students to community resources and vocational needs; providing staff, parents and students with information on mental health warning signs; making referrals; submission of reports to Orange County Child Abuse Registry, providing administrative supervision for Licensed Clinicians, providing clinical supervision for Masters of Social Work (MSW) Clinicians and/or Marriage and Family Therapists (MFT), and Master's/Bachelors Level Interns; facilitating staff and intern group supervision; conducting trainings for SAUSD staff, Safe Schools staff and interns; and communicating with the Safe Schools Clinical Team, and community partners.

Licensed Social Service Clinicians: There are three Licensed Social Service Clinicians assigned to support targeted SAUSD high schools. Qualifications include a valid license to practice as a Clinical Social Worker (LCSW) or Marriage and Family Therapist (MFT) in the state of California, completion of a graduate program resulting in a Master's degree in Social Work, Counseling, Psychology or related field, and four years of relevant experience. A completed internship or previous employment history with high-risk youth in a school based mental health program is preferred. Responsibilities include conducting assessments; individual, family, and group counseling sessions; utilizing the Diagnostic and Statistical Manual of Mental Disorders V (DSM V); crisis assess and intervention, maintaining requireddocumentation for

each student; abiding by confidentiality procedures; preparing students for; linking students to community resources; providing staff, parents, and students with information on mental health disorders; making referrals; providing follow-up care; submission of reports to Orange County Child Abuse Registry, supervision of Master's level and Bachelor-level Interns; facilitating intern group supervision; and communicating with the Clinical Team, counseling staff, teachers, administrators and community partners.

Social Service Clinicians: There are five Social Services Clinicians assigned to targeted SAUSD high schools. Qualifications include completion of a graduate program resulting in a Master's degree in Social Work, Counseling, Psychology or related field, and two to four years of relevant experience. A completed internship or previous employment history with high risk youth in a school-based mental health program preferred. Responsibilities include conducting assessments; individual, family, and group counseling sessions; utilizing the Diagnostic and Statistical Manual of Mental Disorders V (DSM V); crisis assessment and intervention, maintaining required documentation for each student; abiding by confidentiality procedures; preparing students for post-graduation; linking students to community resources and vocational needs; providing staff, parents, and students with information on mental health disorders; making referrals; providing follow-up care; submission of reports to Orange County Child Abuse Registry, serving as preceptor for Bachelors and/or Master's level Interns; and communicating with the Clinical Team, counseling staff, teachers, administrators and community partners.

Safe Schools also maintains a great reputation for training and preparing interns for the professional workplace. There are currently ten highly qualified and/or licensed intern supervisors who train between 20 and 30 Bachelors and Master's level interns each school year. The Safe Schools intern program is highly respected among the colleges and universities in Orange and Los Angeles Counties, currently having affiliations with California State University Fullerton, Long Beach, University of Southern California. There are currently 14 Bachelor and Master's level interns placed within nine targeted SAUSD high schools.

Master's Level Interns: Qualifications include current enrollment in a Master's in Social Work, Counseling, Psychology or related field degree program and at least one year of relevant experience. Responsibilities include conducting assessments; individual, family, and group counseling sessions; parent contacts and correspondence, utilizing the Diagnostic and Statistical Manual of Mental Disorders V (DSM V); maintaining required documentation for each student; abiding by confidentiality procedures; preparing students for post-graduation; linking students to community resources and vocational needs; providing staff, parents, and students with information on mental health disorders; making referrals; providing follow-up care;

submission of reports to Orange County Child Abuse Registry, and communicating with the Clinical Team, school counseling staff, teachers, administrators and community partners. All of the aforementioned services will be provided under the supervision of a Licensed Clinician. Master's level interns work an average of 16-20 hours a week without pay or benefits for a total of 650 service hours a year.

Bachelor Level Interns: Qualifications include current enrollment in a Bachelor in Social Work, Health and Human Services, Counseling, Psychology or related field degree program. Responsibilities include conducting need assessments and safety assessments; parent contacts and correspondence, maintaining required documentation for each student; abiding by confidentiality procedures; linking students to community resources and vocational needs; providing staff, parents, and students with information on resources; making referrals; providing follow-up care; submission of reports to Orange County Child Abuse Registry, and communicating with the Clinical Team, school counseling staff, teachers, administrators and community partners. All of the aforementioned services will be provided under the supervision of a Safe Schools Clinician. Bachelor level interns work 16 hours a week without pay or benefits.

All Safe Schools' interns are provided with one-hour of weekly individual supervision and two-hours of weekly group supervision. Once a month, Safe Schools' interns attend presentations and/or trainings facilitated by community agencies which Safe Schools has partnered with such as Orange County Child Abuse Registry, Centralized Assessment Team, Community Family Resource Centers, and Orange County Center for Resiliency, Education, Wellness (OC CREW).

Safe and Appropriate Environment: Describe what services will be provided to ensure mental health services support a safer environment conducive to learning and social-emotional well-being. Describe what services will be offered in addition to traditional mental health counseling

School safety requires a solid effort by the entire district and community, which includes mental health professionals, teachers, administrative personnel, students, and law enforcement. By adopting a comprehensive approach to addressing a safe learning environment and social-emotional well-being by focusing on prevention and intervention, Safe Schools has increased safety and stability of students.

Traditional mental health counseling services offer individual therapy, group therapy, and family therapy. The Safe Schools Clinical Team offer services in addition to traditional counseling and therapy such as: case management services; targeted case management services; consultation; crisis response and intervention; resources and linkages to community

agencies; attendance and participation in Student Consultation Team meetings (SCT); Student Attendance Review Board meetings (SARB), COST, and BEST.

In addition, Safe Schools' clinicians have been trained to present and implement the *Typical or Troubled?* School Mental Health Education Program, a program of the American Psychiatric Association. The *Typical or Troubled?* program offers a variety of educational tools for both parents and school staff that promote early identification of mental health problems, and the importance of intervention. Safe Schools' clinicians will present the *Typical or Troubled?* program to staff and administrators at targeted SAUSD high schools.

The Safe Schools Clinical Team will also provide the *Typical or Troubled?* Parent Component, *Tipico o Problematico?* in order to educate parents on early identification of mental health problems, and the importance of intervention, the difference between 'typical' adolescent/teen behaviors and 'troubled' behaviors that warrant clinical attention.

Services offered in addition to traditional mental health counseling include: check-in and check-outs; professional development; translation for parents; suicide assessment/homicide assessment; food bank; clothing bank; targeted case management, and threat assessment support.

<u>Targeted Social-Emotional Support:</u> Describe how services will be individualized to address each students' unique social-emotional and basic survival needs. Describe your agency's current case management protocols and procedures and individualized services to address each student's unique needs.

Due to the nature of mental health services provided, most students will require extensive interventions and motivational techniques to keep both the student and their families committed to individual treatment plans. As a result, Safe Schools is provides professionals who understand the special issues, concerns, and student needs. Students targeted will receive a range of problem-solving strategies. Addressing each student's individual needs is a priority.

Each clinician uses evidenced-based strategies and interventions to guide their treatment planning and ensures each student is an active participant in their own treatment. Child-Centered Play Therapy and Trauma-Focused Cognitive Behavioral Therapy are examples of evidenced-based frameworks that clinicians implement regularly. These frameworks address the psychosocial and behavioral needs of the student. In addition, Clinicians work closely with students and their parents and teachers to identify appropriate strategies to implement in both the classrooms and at home. For instance, Clinicians may organize and facilitate meetings with

both teachers and parents to implement a behavior plan and the Clinicians will regularly track the student's behavior and academic progress.

In developing treatment plans, Clinicians conduct extensive and thorough biopsychosocial assessments to gather as much information as possible in order to ensure that a holistic approach is taken when providing clinical services to students. Clinicians also work closely with the students and their parents and teachers to obtain information about the student. The information is used to create mutually-agreed upon treatment goals and objectives. During the implementation of the treatment plan, Clinicians will conduct weekly individual therapy sessions and may also conduct family therapy sessions, as needed.

The Clinicians have a strong commitment to the students' success which is reflected on the student's individual treatment plan. Each treatment plan is specifically tailored for the student and they are empowered to identify goals that they want to achieve during the school year such as increasing their motivation, communicating in a healthy manner, or decreasing negative thoughts that affect their confidence.

Case Management Protocol

Clinicians are provided a mental health referral from their designated site administrator or COST Team. The Clinician is responsible for meeting with the student and conducting a basic needs assessment, assessing for areas of risk, and identifying appropriate community resources to meet the needs of the student and their families. The Clinician will contact a student's parent to make introductions, offer services, and explain the legal documentation necessary for services. Once the necessary legal documentation is obtained, case management services proceed.
The Clinicians work diligently to connect the students and their families with the best level of care and support in their local communities. The Clinicians have extensive knowledge in the referral process and have developed an array of unique partnerships in Santa Ana and throughout Orange County along with other non-profit organizations. The Clinician provides each student, parent, and their families with community resources for various services such as, affordable health insurance, parenting classes, tutoring, food banks, community mental health, and recreational activities. All Clinicians have a current and up-to-date community resource binder that contains the information of active agencies that provide services to low-income families. Each Clinician is required to provide a minimum of three community resources to address the needs of the student and/or their family. Once a student or a parent is provided with resource information, the Clinician will maintain ongoing communication to ensure a successful linkage. The Clinician will speak with the student and parent to ensure that they have an appointment for the specified services and/or they have obtained the service that they requested. Before a case is closed, the Clinician conducts a thorough needs

assessment to ensure the student or parent obtains the necessary services and identifies any other areas of support; both in the community or at school.

C. Organizational Design

Capacity: Describe your agency's capacity to hire, train, and retain staff. Describe you agency's capacity to ensure that substitutes are provided in the event of a staff member's absence. Describe agency's experience providing school-based services.

As previously mentioned, there are currently 14 Bachelor's and Master's level interns supervised and trained each school year. The Safe Schools Intern Program is highly respected among the colleges and universities in Orange and Los Angeles Counties. Safe Schools' school-based mental health intern program provides an outstanding experience to its student interns, and maintains a great reputation for training and preparing interns for the professional workplace. Therefore, Safe Schools consistently retains interns, as they return to OCDE as applicants for employment in the Safe Schools school-based mental health program. Of the ten current Safe Schools' clinicians, nine completed their clinical internships with Safe Schools during their graduate studies.

Professional Development: Describe the types of professional development you offer, how often, and when to ensure your staff are expertly trained and prepared for their scope of work. Describe what professional development your agency can provide to support school admiration, staff, and parents.

Safe Schools provides professional development training through: Trauma-Focused Cognitive Behavioral Therapy; Child Center Play Therapy; Art Therapy for Grief and Loss; Critical Incident Stress Management; Law and Ethics; "Why Try" Curriculum Training; Voices: A Program of Self-Discovery and Empowerment for Girls; Motivational Interviewing; Specialization in Domestic Violence, and Child Abuse Reporting Laws. Professional development occurs quarterly and as needed to maintain Safe Schools' standards of mental health practices. Professional Development for Staff, Parents, and Students: In addition**,** Safe Schools provides in-kind Crisis Response and Preparedness training through Crisis Response Specialist Stephanie Loscko. Ms. Loscko serves as the Crisis Response Network (CRN) Coordinator for Orange County. The CRN currently consists of 280 certified Responders serving 27 school districts in Orange County. The CRN Coordinator is responsible for providing continuous training to CRN Responders, serving as the point of contact for County Coroner death notifications and school administrators requesting support, as well as coordinating CRN

Responders for structured responses to affected Orange County schools. She also trains school administrators, parents, and students on: grief; cyber-bullying; cyber-danger; suicide awareness; and crisis response protocol.

Communication/Information Dissemination: Describe how your agency will communicate information about services, being provided, student progress, and other critical information related to school safety to school administration as well as district level.

Clinicians use many means of communicating with staff in an upward-flowing manner. Clinicians will meet weekly with school administrators to discuss the potential student referrals to ensure that the appropriate services are provided to targeted students and their families. These collaborative meetings ensure services are not duplicated. A variety of tools are used to communicate with the administration on the progress of the students. Student files, progress notes, and tracking forms are used to provide updates, monitoring, and follow up.

Clinicians will interface with school administrators, students, parents, and community on a daily basis to enhance school climate and the student's well-being. Parents are informed about trainings, workshops, and family resources. Communication occurs via: emails; telephone call; in-person meetings; school presentations; flyers; and the Parent Teacher Association meetings.

Mental Health Interns/Trainees: Describe how you will enlist, utilize, and train interns/trainees.

The Safe School Clinical Team establishes relationships with local university programs with MSW, MFT, and BSW programs. Field work days are set up at university where their students can obtain information about field placement and potential internships. Safe Schools Clinicians participate in the field work days to generate interest for potential interns in our school-based mental health programs. Candidates go through a panel interview process with all field supervisors. Interns go through a one-day orientation and two-day intensive intern training specific to SOS school-based mental health programs. During the training interns are trained on the following: documentation; agency policy and procedures; SOS protocols for SAUSD school sites; safety/risk assessments to include: suicide/homicide assessment, child abuse assessment, and threat assessment. Safe Schools' interns receive ongoing training and supervision through: a weekly one-hour individual supervision with their licensed clinical supervisor; weekly two-hour group supervision with licensed staff; and monthly trainings with community agencies and partners. Safe Schools Clinicians are able to collaborate and coordinate with the universities to provide interns with high-quality learning experiences.

D. Program Evaluation

Describe your evaluation plan and how that will demonstrate effective practices and outcomes.

The Safe Schools Clinical Team will utilize data collected to assess the effectiveness of services. Quantitative and qualitative data will be collected on a monthly basis. Internal Monthly Tracking Logs and Statistic Forms will be used to capture the number of students: receiving services, treatment plans terminated, specialized groups, parenting contacts, and resources provided. The measureable outcomes are described in the further detail below.

Measurable Outcome	Evidence
Stabilization	· decrease in incident reports by school admiration and staff · progress reported during COST and BEST meetings · observation and verbal reports by school administration, staff, parents, student's self-report · decrease and/or eliminate self-harming, suicide and homicide ideation
Increased awareness, judgment, insight, & willingness to make better choices	· achieved individual treatment plan goals · observed/documented increase in use of coping skills · increase pro-social behavior and improve decision making
Increase in family relations	· increased documented contact with family · family members participation in family meetings and/or family therapy

Describe how the evaluation information will be used to provide feedback to stakeholders and staff and to inform program direction.

Safe Schools will provide SAUSD with monthly reports on student's progress and follow up. Clinicians will meet with stakeholder and staff to review updates and progress towards goals. The Safe Schools Clinical Team will analyze student participation and progress of services. The Safe Schools Clinical Team will use monthly updates to share with stakeholders and staff, including parents and teachers and provide information about program success and

areas for improvement.

E. General Budget Information

Provide a budget for the district school year 2016-17. Delineate each staff member, the number of staff, hours per week and days per school year for each mental health provider. Identify schools to be served and the number of interns that will be assigned to that school.

Please see Section F. Cost Information for budget template.

Describe the purpose for the expenditures to support program goals

For this grant, the OCDE Safe Schools and Support Services Safety of Students (SOS) Mental Health Program is proposing to provide a coordinated delivery of school-based mental health services at the nine targeted SAUSD high school sites: Century, Santa Ana, Valley, Saddleback, Godinez, Segerstrom, Cesar Chavez, Lorin Griset Academy, and Community Day.

Describe any "in-kind" resources to be provided, including but not limited to, outside grants, volunteers, services, or other resources.

OCDE's Safe Schools bring in a wealth of in-kind services through our other contracted programs. Safe Schools' in-kind services will supplement the services outlined in this proposal. The following will be provided in-kind: 1) Crisis Response Network (CRN) - was developed to support school communities in crisis preparedness, response, and recovery efforts. CRN's mission is to provide pre-incident training to school and community-based personnel to build capacity to respond in a structured and effective manner; 2) Bullying and Cyber Bullying - training and presentations are designed to promote a safe school environment by increasing knowledge and attitude on reducing bullying and cyber bullying. Trainings and presentations are available to staff, students, and parents in Orange County; 3) *Typical or Troubled?* - Safe Schools' Clinicians have been trained to present and implement the *Typical or Troubled?* School Mental Health Education Program, a program of the American Psychiatric Association. The *Typical or Troubled?* program offers a variety of educational tools for both parents and school staff that promote early identification of mental health problems, and the importance of intervention. Presenting the *Typical or Troubled?* program to staff and administrators at targeted SAUSD high schools is a service Safe Schools' Clinicians will continue to offer; and 4) The OC Safe from the Start (OCSFTS) - vision is to empower individuals, families, organizations, and

communities to reduce children's early exposure to violence and reinforce the belief that "Every Orange County Child Is My Concern." This public health campaign is a comprehensive strategy to assist communities in reducing the impact of violence on children by utilizing curriculum targeted to raise awareness and educate parents on the severe impact of children's early exposure to violence. Presentations and resources are available in Spanish.

F. Success and Sustainability

Record of Success: Describe how you have been or are currently successful in implementing these types of mental health services. In addition, describe your current involvement with the community of Santa Ana.

Although originally formed to provide support services to ACCESS students, in recent years, as a result of these collaborative opportunities, Safe Schools has begun forming strong working relationships with other school districts. Safe Schools and the SAUSD first began collaborating their expertise and resources in the area of mental health counseling. Through formal contracts, Safe Schools has been able to provide much needed services throughout SAUSD's 76 school sites. Following the successful implementation of the mental health services, Safe Schools was able to expand the partnership to now include contracts for behavior intervention, staff development, bullying prevention, warning signs of suicide workshops, and AOD curriculum for high school students at select SAUSD school sites. ***See Section D. Statement of Experience.***

Sustainability Plan: Describe the plans for continuous strengthening of the partnership between SAUSD, other community-based organizations, and other public or private organizations.

Safe Schools uses a variety of strategies to sustain its school-based mental health services and staff. These include grant writing, securing new contracts, seeking foundation support, and recruiting community and business partners. Safe Schools has an excellent history of successful program implementation, reporting, and completion.

In addition, Safe Schools was recently awarded a grant by the Orange County Probation Department to provide AOD prevention and intervention services at all four juvenile institutions, known as the SMARRT (Substance Abuse and Mental Health Assessment, Recovery, Relapse Prevention, and Treatment) Grant (3 years for $1.5 million).

Each of these grants allowed Safe Schools to design programs that not only meet the immediate needs of students and families, but forged long term mutually beneficial partnerships

between SAUSD, other community-based organizations, and other public or private organizations.

D. Statement of Experience

Santa Ana Unified School District
School-based Mental Health Services for High School Students
D. Statement of Experience

1. Business name of the prospective Contractor and legal entity such as corporation, partnership, etc.:

Orange County Department of Education

2. Place(s) of incorporation:
200 Kalmus Drive
Costa Mesa, CA 92626

3. Federal Tax Identification Number:
95-6000943

4. Number of years the prospective Contractor has been in business under the present business name as well as related prior business names; include a short corporate history of the firm:

The County Superintendent of Schools position was established in the California State Constitution in 1879. OCDE, established in 1889, serves at the core of educational leadership and coordination, providing broad services for over 500,000 children and young adults in Orange County schools. OCDE is responsible for interpretation and enforcement of state laws as directed by the Legislature, the State Board of Education, and the California Department of Education. With more than 1,200 full- and part-time employees, OCDE provides cost-effective centralized services.

OCDE's vision is that **Orange County students will lead the nation in college and career readiness and success**. OCDE plays a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. OCDE believes that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students. Better schools mean better communities, and OCDE continues to work toward high-achieving schools in safe and healthy environments for all students.

5. A statement that the prospective Contractor has a demonstrated capacity to perform the required services. Include an executive summary highlighting the qualifications of the Proposer:

ACCESS Safe Schools and Support Services (Safe Schools) has been implementing school-based mental health services throughout the Santa Ana Unified School District (SAUSD) for over the past five years. Safe Schools was the originator of this program and has a positive relationship with SAUSD staff and administrators.

Safe Schools has the staff hired and trained to immediately start services upon award. Safe Schools has a hierarchy of staff that demonstrates the capacity to perform the required services. The staff includes: an Administrator; a Clinical Supervisor; Licensed Social Service Clinicians; Social Service Clinicians; MSW interns; and administrative support.

6. List any applicable licenses or permits presently held and indicate ability to obtain any additional licenses or permits that may be required:

Mental Health Clinicians are Licensed Clinical Social Workers and/or Licensed Marriage and Family Therapists. Each individual has gained or in the process of 3,200 hours of supervised work experience and a minimum of 104 supervised weeks to obtain licensures. The Mental Health Clinicians hold an array of certifications, credentials, and permits. They are: Parent Child Interaction Therapy certified; Motivational Interviewing and Problem-Solving Therapy certified; Pupil Personnel Service Credentialed; Critical Incident Stress Management for Individuals and Groups certified; Family Wellness, Within My Reach and Love Notes Trainer certified; Trauma-Focused Cognitive Behavioral Therapy certified; trained Crisis Response Incident Leader for Orange County Crisis Response Network; and mandated reporters.

7. A statement that the Proposer has an organization that is adequately staffed and trained to perform the required services or demonstrate the capability for recruiting such staff:

Safe Schools has over ten Mental Health Clinicians on staff. Safe Schools has a positive reputation with many colleges and universities. This allows Safe Schools to train and utilize over 50 Bachelors and Masters of Social Work Interns through a contract with the University of Southern California (USC), School of Social Work, called *Teaching Institute.* The *Teaching Institution* represents a new paradigm within Field Education that aligns student learning, agency development, university research and teaching at all levels.

8. With respect to contracts completed during the last three years that involve similar type projects, show for each such contract:

Description Of Related Services	Length of Time in Business		Selected Region, City, or Unincorporated Area	Amount of Funding	Funding Source(s)
	Started	Ended			
El Sol Mental Health	7/01/2014	6/30/2015	Santa Ana, CA	$78,000	SAUSD
Contact Person/Title/Address/Telephone: Sara Flores, 1010 N Broadway, Santa Ana, CA 92701, (714) 543-0223					
Santa Ana SOS	7/01/2014	6/30/2015	Santa Ana, CA	$981,092	SAUSD
Contact Person/Title/Address/Telephone: Heidi Cisneros, Executive Director, 1601 East Chestnut Ave., Santa Ana, CA 92701, (714) 433-3484					
Threat Assessment	7/01/2014	6/30/2015	Santa Ana, CA	$11,000	Santa Ana College
Contact Person/Title/Address/Telephone: Diana Vincent, 1530 W. 17th St., Santa Ana, CA 92706, (714) 564-6000					
SMARRT (Substance Abuse, Mental Health, Assessment, Relapse, Recovery, and Treatment Services)	7/01/2014	6/30/2015	Orange County	$522,055	OC Probation Department
Contact Person/Title/Address/Telephone: Jennifer Davis, 333 W. Santa Ana Blvd., Santa Ana, CA 92701, (714) 645-7026					
ASERT (Addictive Substance Abuse Education and Recognition Treatment)	7/01/2014	6/30/2015	Orange County	$327,000	OC Probation Department
Contact Person/Title/Address/Telephone: Jennifer Davis , 333 W. Santa Ana Blvd., Santa Ana, CA 92701, (714) 645-7026					

VPE (School-based Violence Prevention Education Services)	7/01/2014	6/30/2015	Orange County	$1,917,300	OC Health Care Agency
Contact Person/Title/Address/Telephone: Naveen Schetty, 405 W. Fifth Street, Santa Ana, CA 92701 (855)886-5400					
Alcohol and Other Drug Prevention	7/01/2014	6/30/2015	Orange County	$157,866	OC Health Care Agency
Contact Person/Title/Address/Telephone: Nicole Warren, 405 W. Fifth Street, Santa Ana, CA 9270, (855) 886-5400					
TUPE	7/01/2014	6/30/2015	Orange County	$52,217	CA Department of Education
Contact Person/Title/Address/Telephone: Ryan Crowdis**,** Project Manager, 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4451					

9. If any contract was terminated prior to the original termination date during the last three years, show for each contract:

Not Applicable

10. With respect to contracts currently in effect, show the following for each such contract:

Description Of Related Services	**Length of Time in Business**		**Selected Region, City, or Unincorporated Area**	**Amount of Funding**	**Funding Source(s)**
	Started	**Ended**			
Santa Ana SOS	7/01/2015	6/30/2016	Santa Ana, CA	$1,011,007	SAUSD
Contact Person/Title/Address/Telephone: Heidi Cisneros, Executive Director, 1601 East Chestnut Ave., Santa Ana, CA 92701, (714) 433-3484					
El Sol Mental Health	7/01/2015	6/30/2016	Santa Ana, CA	$83,755	SAUSD
Contact Person/Title/Address/Telephone: Sara Flores, 1010 N Broadway, Santa Ana, CA 92701, (714) 543-0223					

Safe Haven	7/01/2015	6/30/2017	Santa Ana, CA	$1,192,537	US Dept. of Education
Contact Person/Title/Address/Telephone: Heidi Cisneros, Executive Director, 1601 East Chestnut Ave., Santa Ana, CA 92701, (714) 433-3484					
SMARRT Mental Health Counseling	7/01/2015	6/30/2017	Orange County	$1,085,861	OC Probation Department
Contact Person/Title/Address/Telephone: Jennifer Davis ,333 W. Santa Ana Blvd., Santa Ana, CA 92701, (714) 645-7026					
ASERT- (Addictive Substance Abuse Education and Recognition Treatment)	7/01/2015	6/30/2017	Orange County	$654,000	OC Probation Department
Contact Person/Title/Address/Telephone: Jennifer Davis, 333 W. Santa Ana Blvd., Santa Ana, CA 92701, (714) 645-7026					
VPE (School-based Violence Prevention Education Services)	7/01/2016	6/30/2018	Orange County	$2,875,950	OC Health Care Agency
Contact Person/Title/Address/Telephone: Naveen Schetty,405 W. Fifth Street, Santa Ana, CA 92701, (855) 886-5400					
Alcohol and Other Drug Prevention	7/01/2015	6/30/2017	Orange County	$315,732	OC Health Care Agency
Contact Person/Title/Address/Telephone: Nicole Warren, 405 W. Fifth Street, Santa Ana, CA 92701, (855) 886-5400					
TUPE	07/01/2015	06/30/2017	Orange County	$104,434	CA Department of Education
Contact Person/Title/Address/Telephone: Ryan Crowdis **,** Project Manager, 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4451					

11. Controlling interest in any other firms providing equivalent or similar products or services. Financial interest in other lines of business. If none, so state.

Not Applicable

E. Insurance

MEMO

ORANGE COUNTY DEPARTMENT OF EDUCATION

DATE: 4/28/16

TO: Santa Ana Unified School District

FROM: Renee Hendrick,
Associate Superintendent of Administrative Services

SUBJ: **Insurance**

To Whom It May Concern:

This memo is to certify that the Orange County Department of Education (OCDE) will name Santa Ana Unified School District (SAUSD) as additional insured with regard to work performed under any subsequent Contract. The policy(ies) will provide SAUSD with written notice by certified mail, 60 days in advance of cancellation or alteration of the policy(ies). OCDE will provide SAUSD with copies of certificates of insurance coverage and proof of payment of all premiums if awarded. The insurance policies include:

Worker's Compensation Insurance in compliance with California statute.

ii. Public Liability insurance in amount not less than $1,000,000 for any occurrence involving bodily injury, and not less than $1,000,000 for any occurrence involving property damage. This coverage shall include contractual liability, broad form property damage, independent contractors, and personal injury.

iii. Automobile liability insurance in an amount not less than $500,000 combined single limits bodily injury and property damage. This coverage shall include liability for the use of hired and non-owned vehicles.

Renee Hendrick
Associate Superintendent of Administrative Services

F. Cost Information

Santa Ana Unified School District
School-based Mental Health Services for High School Students
F. Cost Information

Description		Requested Budget
STAFF SALARIES (direct service)	**TOTAL**	**$654,835**
Administrator (.15 FTE): Provide supervision and communication throughout the program. ***Clinical Supervisor (.87 FTE 195 days):*** supervise mental health clinicians at each specific sites; supervise mental health interns; and provide professional development for the Mental Health Clinicians, teachers, and school staff, support administration with crisis response. ***Seven (7) Social Service Clinicians (.82 FTE 185 days):*** provide school-based individual, group, and family therapy; develop appropriate mental health services based on student and school needs; provide suicide assessment, referrals, and crisis response services; facilitate student support groups; provide referrals for employment, health insurance, child abuse prevention, food, financial assistance, and substance abuse referrals; participate in BEST, COST, SST, and SARB meetings; participate in IEPs; and provide crisis response. ***Social Service Clinician (.82 FTE 195 days):*** provide school-based individual, group, and family therapy; develop appropriate mental health services based on student and school needs; provide suicide assessment, referrals, and crisis response services; facilitate student support groups; provide referrals for employment, health insurance, child abuse prevention, food, financial assistance, and substance abuse referrals; participate in BEST, COST, SST, and SARB meetings; participate in IEPs; and provide crisis response. ***Gang Prevention Specialist (*.40 FTE 90 days):** Provides gang prevention services to all school sites upon request. ***Administrative Assistant (1.0 FTE):*** provide office support and record keeping for evaluation reporting.		
STATUTORY & BENEFITS OTHER EMPLOYEE BENEFIT COSTS TOTAL		**$235,399**
Public Employees Retirement System (PERS); Medicare Contribution; Public Agencies Retirement System (PARS); Medical Insurance; Dental Insurance; Life Insurance; and Long Term Disability		
SUPPLIES & EQUIPMENT (One Time Cost)	**TOTAL**	**$0**
N/A		
SUPPLIES & EQUIPMENT (Reoccurring Cost)	**TOTAL**	**$12,200**
Expenditures include but are not limited to pens, pencils, markers, easel pads, dry erase markers, notepads, paper, calendars, folders, binders, supplies, materials for mental health activities and support groups to be conducted at 9 school sites. A total of $1,355.55 per school site.		
PROFESSIONAL DEVELOPMENT	**TOTAL**	**$0**

Santa Ana Unified School District
School-based Mental Health Services for High School Students
F. Cost Information

N/A	
OTHER LINE ITEMS **TOTAL**	**$23,000**
Mileage: 10 staff to travel to and from sites/facilities in addition staff will conduct home visits for Safety and Welfare checks, (.58 per mile). An Average of $50 per month for each staff member, ($50 x 12 months x 10 staff member = $6,000).	$6,000
Consultants: Presenters/Speakers to visit 10 school sites ***Rebecca Magdalena Escobedo Steele*** – Ms. Steele specializes in working with youth to prevent violence and promotes healing and wellness through grassroots organizing. Her work is well known and respected in Native American, rural, and inner city communities across the nation. She will provide Pro-Social Inspiring workshop presentations for students in the program. (10 school sites x $750 per school site = $7,500).	$7,500
General Supplies: Costs of field trips/incentives for students in the School-based Mental Health program for 10 school sites for an average of $300 per school site (10 school sites x $300 per school site = $3,000).	$3,000
Cell Phones: 9 Mental Health Staff ($722.22 per year per cell phone x 9 staff = $6,500).	$6,500
Subtotal	**$925,434**
INDIRECT COSTS (9.28%) **TOTAL**	**$85,880**
TOTAL AMOUNT REQUESTED	**$1,011,314**

G. Additional Requirements

Santa Ana Unified School District
School-based Mental Health Services for High School Students
G. Additional Requirements

1. A statement outlining and exceptions to the District's requirements or clarifications to the requirements.
Not Applicable

2. Any additional government services of benefit to the District not specifically required herein, which the contractor offers for this contract or future separate contracts.
Not Applicable

3. The caption, case number, Court, and general summary of any litigation pending or judgement rendered within the past 5 years against Proposer.
Not Applicable

4. Note the extent, if any, to which the firm, association or corporation, and any person controlling capacity associated therewith or any position involving the administration of federal, State, or local funds currently under suspension, debarment, voluntary exclusion, or determination or eligibility by any agency, has been suspended, debarred, voluntarily excluded or determined ineligible by any agency within the past 5 years, has a proposed debarment pending, has been indicted, convicted or has a civil judgment rendered against said person, firm, association or corporation by a court of competent jurisdiction in any matter involving fraud or misconduct with the past 5 years.
Not Applicable

5. Pending litigation involving prospective Contractor or any officers, employees and/or consultants thereof in connection with contracts. If none, so state.
Not Applicable

6. Convictions or adverse court rulings involving fraud and/or related acts of all officers, consultants and employees. In none, so state.
Not Applicable

Appendix

Safe Schools and Support Services Program Organizational Chart

Orange County Department of Education
Safe Schools and Support Services
Org. Chart

SANTA ANA UNIFIED SCHOOL DISTRICT
DOREEN LOHNES, ASSISTANT SUPERINTENDENT
LUCINDA PUEBLOS, ASSISTANT SUPERINTENDENT
HEIDI CISNEROS, EXECUTIVE DIRECTOR
SONIA LLAMAS, DIRECTOR

JIM PEREZ
SAFE SCHOOLS AND SUPPORT SERVICES
PROJECT MANAGER

SANTA ANA UNIFIED SCHOOL ADMINISTRATORS, PRINCPALS

Jeannette DeGrave
Social Services Clinician II

Steve Kim
Program Specialist TND Facilitator

Vacant
Administrative Assistant

Amanda Boggs
Social Services Clinician I

Stephanie Felix
Social Services Clinician I

Maria Gonzalez
Social Services Clinician I

Laura Lim
Social Services Clinician I

Clare Castle
Social Services Clinician I

Viridiana Rodriguez
Social Services Clinician I

Michelle Vo
Social Services Clinician I

Karla Zavala
Social Services Clinician I

Resumes

Jim Perez MA

Personal Mission Statement:
To inspire, lead and support visions of justice, education, health and safety for all…especially our children.

Qualification Summary:

- Extensive knowledge and practice in gang theory and development of gang prevention/intervention programming.
- Knowledge and experience in the area of positive school climate and school safety, crisis response services, threat assessment, school site safety plans, etc.
- Effective delivery of established gang prevention/intervention programs in the community, schools, and institutions.
- Established first Juvenile Detention Alternatives Initiative in Orange County with collaborating partners, including probation, faith-based agencies, and OC Juvenile Court, to reduce recidivism and racial disparities in the juvenile justice system.
- Created school and community-based outreach through Juvenile Detention Alternatives Initiative that provides continued and wrap around services for identified high-risk students to improve educational and employment goals/outcomes.
- Experience in successful implementation of gang mediation and conflict resolution on school campuses through the establishment of gang truce and leadership programming for high-risk youth.
- Experienced in developing effective programs serving high risk populations (i.e. drop outs, homeless, truants, abused, gang involved, immigrant, and socially-emotionally fragile).
- Management and expansion of budgets, contracts, grants, and other resources.
- Formed partnerships with agencies at the school, community, state and federal levels.
- Facilitator/trainer in bias reduction, diversity, race relations, and Bridges Out of Poverty.
- Developed and implemented new policies, programs, and procedures district and system-wide.
- Experienced trainer in many areas of prevention, intervention, school climate, and education-related topics.

Experience: **Administrator**, **Safe Schools & Support Services** **2012-Current**
ACCESS/Division of Alternative Education, Orange County Department of Education

- Oversee and mange Clinical Mental Health program for the County Department of Education.
- Responsible to provide administrative services for two alternative education facilities for adjudicated minors.
- Served as Orange County Gang Coordinator for school and community-based programs.

- Responsible for several multi-million dollar programs serving at-risk youth; sustain 5-7 million annual budget.
- Expanded Gang Intervention and Prevention programs throughout Orange County school districts.
- Oversee day to day operations for Truancy Response Program for formerly incarcerated youth.
- Supervise and mange Alcohol Tobacco and Other Drugs Program.
- Conducted training for certificated and school administrative staff on violence prevention and gang intervention strategies.
- Created Parent Program through the PEI Division (Prevention Early Intervention).
- Responsible for supervising three separate categories of staff: Full-Time, Part-Time, and Interns.
- Developed sustainability and capacity of Safe School Programs.
- Facilitated collaborating partnerships among the major juvenile justice agencies, other governmental entities, and community organizations.
- Supervised and expanded program and services related to inappropriate or unnecessary use of secure detention.
- Supervised OCDE/JDAI Program.
- President of County Employee Association Hospitality committee.

Program Specialist, **Safe Schools & Support Services** **2001-2012**
ACCESS/Division of Alternative Education, Orange County Department of Education

- Health Education Teacher for Teen Pregnancy Prevention Program for incarcerated minors.
- Developed Teen Pregnancy Prevention Program for Orange County Probation camps/institutions.
- Oversaw daily operations of Teen Pregnancy Prevention Grant and Crisis Response Grant.
- Developed and sustained Violence Prevention and Teen Pregnancy grants and projects throughout Orange County.
- Presented trainings on Crisis Response, Threat Assessment, and Violence Prevention.
- Coordinated large scale programs for high-risk youth and parents.
- Developed collaborations with law enforcement, probation, and community-based agencies.
- Provided trainings to teachers on diversity and sensitivity of cultures and ethnic groups.
- Maintained long-lasting collaborative relationships with the probation department and multiple law enforcement agencies.

Director of Gang Intervention and Prevention Program, 1999-2005
Boys and Girls Club of Tustin

- Coordinated school-based Gang Intervention and Re-entry Program for multiple Boys and Girls Clubs throughout Orange County.
- Created the first female re-entry program, Mission Possible, inside an incarceration facility in the United States.
- Coordinated gang intervention efforts with probation department, law enforcement, and District Attorney.
- Mediated gang rivalries, gang truce, and resolution of gang conflicts.
- Trained teachers on diversity and sensitivity of diverse cultures and ethnic groups in collaboration with the probation department and law enforcement personnel.
- Developed and facilitated workshop groups for at-risk and gang involved students, promoting alternatives to gang lifestyles and re-entry into society. Established rapport with students of diverse backgrounds, educators, employers, and service providers to facilitate successful community involvement and collaboration.
- Implemented community mentoring program pairing 60 youth with mentors.
- Designed, implemented, and oversaw Targeted Outreach Program for at-risk youth. Monitored the progress of each participant involved with gang prevention, intervention, and re-entry programs.

Tile 1 Group Home Tutor, 8/1996 - 6/1997
Orange County Department of Education

- Provided individualized education tutorial assistance to sexually and physically abused children living in group homes.
- Administered basic skills test and assessments to students.
- Collaborated with group home staff and school staff to serve the adolescents' education goals.

Education:

Teaching Credential, National University 8/2012

Master of Arts, Criminal Justice, Chapman University, Orange, Ca 5/2000

Summer Research Graduate Institute, University of Arizona, Tucson, CA 9/1998
Thesis: Deterministic factors associated with why Hispanic males join gangs.

Bachelor of Arts, Sociology, Chapman University, Orange, CA 5/1998

Affiliations/Awards:

- Emergency Operation Management School Representative OC Sheriff (2010-2014)

- Mission Possible Award (2010)
- Member Orange County Gang Task Force (2011)
- US Department of Education, Office of the Corporation of National and Community Service, Best Practice Service Learning Award (2007)
- Co-Chair Orange County JDAI Steering Committee (2012)
- JDAI Executive team member (2010-2012)
- OC Probation Chief Award (2006)
- OJJDP Re-entry Award (2005)
- Martin Luther King Service Award for AME Core Church (2011)
- Director of the Right Track program with OC District Attorney
- Orange County Human Relations Commendation, Orange County Human Relations Council (1997)
- Crystal Bell Award, Orange County Department of Education (2003)
- Orange County Red Cross, Board of Directors (2004- Present)
- Orange County Conservation Corps, Board of Directors (2003-2006)
- Hate Crime Education Action Committee (2000-2006)
- Orange County United Way Gang Intervention and Prevention Coalition (Right Track) (2003-Present)
- OCDE/ACCESS Youth Conference Committee, Chair (2002-Present)
- National Conference for Community and Justice (NCCJ) "Building Bridges" Human Relations Camp, Director (2001-2004)
- City of Orange Gang Task Force (1995-1997)
- Chapman University Criminal Justice Association President (1997)
- Orange Police Department Police Explorer Program (1989-1992)
- Chapman University Campus Peer Conduct Board (1996-1997)
- State of California Graduate Fellowship, Chapman University (1998-1999)
- Graduate Research Fellowship, University of Arizona (1997)
- Senior Leadership Award Nominee Chapman University (1997)
- Dean's Scholar, Chapman University (1995-1997)
- Independent Colleges of Southern California Scholar (1994 -1997)
- Soroptimist International Orange County Youth Leader of the Year (1992)

References Available Upon Request

JEANNETTE FARRIS DEGRAVE, LMFT

639 East Monroe Avenue, Orange, CA 92867
cell: (916) 505-1162, farrisdegrave@yahoo.com

PROFESSIONAL PROFILE

Licensed Marriage and Family Therapist skilled in working with at-risk children, adolescents, and teens in school-based mental health programs using a variety of theoretical approaches and evidence based practices to provide individual, family, and group therapy, as well as crisis assessment and intervention. Clinical supervisor and program lead for mental health programs servicing 19 schools in Santa Ana Unified School District (SAUSD).

EXPERIENCE

2007 – Present
ORANGE COUNTY DEPARTMENT OF EDUCATION - Safe Schools and Support Services Division

Clinician II/Program Lead
Safety of Students Mental Health Program/Safe Haven Program–Santa Ana, CA
(10/2015-Present)

- Manage team of 19 clinicians and 24 interns servicing students within the Santa Ana Unified School District (SAUSD)
- Clinically supervise team of unlicensed MSWs, MFT Interns, MFT Trainees, and Bachelor-Level Interns who provide direct clinical and case management services to at-risk youth in high school and elementary school settings
- Facilitate group supervision for license eligible staff
- Collaborate and partner with Santa Ana Unified School District directors, administrators, and staff to support students in maximizing their overall functioning through mental health services
- Conduct and coordinate trainings and presentations for Santa Ana Unified School District staff, clinical staff and interns
- Oversee data collection and assist with program statistics and reports
- Develop handbooks, protocols, clinical forms, and curriculum as a representative of the Safe Schools Leadership Team
- Work collaboratively with university liaisons to support student interns
- Carries an on-going clinical caseload

Clinician I
Safety of Students Mental Health Program – Century High School - Santa Ana, CA
(9/2013-9/2015)

- Responsible for clinical assessment, diagnosis, and treatment of at-risk students referred by administrators for social, emotional, and behavioral problems
- Respond to crisis and conduct suicide assessments
- Provide family therapy and case management to students and families via linkage to community agencies offering medical, housing, food, clothing, utility, and other basic needs resources
- Facilitate psycho-educational groups focused on motivation and decision-making, as well as self-esteem and healthy relationships
- Supervise, train, and precept team of clinical and case management interns
- Work collaboratively with administrators, counselors, and support staff to support student needs
- Maintain clinical records, documentation, and statistical data
- Lead team in grant proposals and implementation of grant awarded program

Clinician I

Alternative, Community, and Correctional Schools and Services - Skyview Elementary & Middle School (12/2012-8/2013)

- Provided individual, crisis, and group counseling services for kindergarten through eighth grade students impacted by homelessness
- Utilized a multi-modal approach, emphasizing play therapy, to support students in improving behaviors, managing emotions, and increasing their overall functioning
- Facilitated groups focused on social skills and anger management
- Offered case management services, connecting students and families to basic needs resources
- Delivered class presentations on bullying, feelings identification, coping strategies, and self-esteem
- Attended Student Support Team meetings and Individual Educational Plan meetings, working collaboratively with teachers, parents, and special education team to service the individual needs of each student

Clinician I/Transition Specialist

Alternative, Community, and Correctional Schools and Services (ACCESS) – Youth Guidance Center (2/2007-1/2013)

- Provided individual, family, crisis, and group counseling to incarcerated youth at a juvenile drug treatment institution
- Facilitated groups focused on teen parenting and healthy relationships
- Worked collaboratively with probation officers, probation staff, teachers, parents, and social service agencies to assist clients in maximum functioning while at the institution
- Wrote clinical documentation, to include clinical assessments, diagnoses, treatment planning, and progress notes
- Supervised approved visits with incarcerated youth and their children, while providing direct coaching and parenting skills
- Provided academic advising for students and monitored high school graduation progress through transcript evaluation and class scheduling
- Assisted students with transition back into the community by providing them with resources for employment and/or guidance for enrolling in district schools, alternative education, adult education, trade schools, and college
- Responded to crisis incidents at ACCESS schools in the community as a member of the Crisis Response Team

2004 – 2006

School Counselor

St. HOPE Public Schools - Sacramento High School, School of the Arts – Sacramento, CA

- Provided academic and college counseling for ninth through twelfth grade students
- Managed master class schedule, while writing/monitoring class schedules for caseload of 330 students, with an emphasis on A-G college eligibility
- Provided behavioral and academic intervention, emotional support, and advocacy
- Monitored student graduation progress through grades, course requirements, and testing
- Responsible for keeping student records, writing statistical reports, recruiting, and working with transcripts. Assisted students with college application and financial aid process
- Proctored California High School Exit Exam
- Organized and facilitated student/parent college nights
- Served as a resource for parents, teachers, students, and advisory classes

2000-2003
Clinician/Supervised Visitation Monitor
Positive Option Family Services – Sacramento, CA

- Provided individual counseling services for children and teens in the Foster Family Agency
- Co-facilitated groups for adolescents and teens at risk for drug and alcohol abuse
- Wrote reports for county social workers
- Monitored court ordered visitation between foster children and their biological parents
- Coached families on effective parenting and communication skills

EDUCATION

Master of Science, Counseling, Emphasis-Marriage Family and Child Counseling
California State University, Sacramento – 2004

Bachelor of Arts, Sociology
University of California, Santa Barbara – 1999

CERTIFICATIONS

- Licensed Marriage and Family Therapist – LMFT #52554
- Certified in Trauma-Focused Cognitive Behavioral Therapy
- Certified in Critical Incident Stress Management (CISM) for Individuals and Groups
- Trained Crisis Response Incident Leader for Orange County Crisis Response Network

ASSOCIATIONS

- Member of the Orange County Crisis Response Network (CRN)
- Member of California Association of Marriage & Family Therapists (CAMFT)

RELEVANT SKILLS

- Knowledge of DSM V, child abuse reporting laws, ethics and associated confidentiality requirements
- Effective Communication and Leadership Skills
- Extensive work with diverse socioeconomic and multi-ethnic populations
- Experience working with gang-affiliated youth and substance related disorders
- Ability to develop positive and effective relationships with clients, parents, administrators, and collaborative partners
- Self-motivating, detail-oriented, well-developed organization skills
- Ability to multi-task and manage working in fast-paced/high-pressure environment

PROFESSIONAL LICENSURE

Licensed Clinical Social Worker 2015
State of California

Pupil Personnel Services Credential 2013
Cal State Long Beach University

EDUCATION

University of Southern California, Los Angeles, CA 2012
Master of Social Work

California State University, Fullerton, Fullerton, CA 2010
Bachelor of Arts in Sociology

WORK EXPERIENCE

Mental Health Clinician, *Safety of Students Program,* Santa Ana, CA 2012 – Present
Orange County Department of Education, Safe Schools and Support Services

- Conduct biopsychosocial assessments, diagnosis clients, and provide treatment to students
- Provide crisis interventions, group therapy, individual therapy and case management services
- Provide weekly supervision for MSW interns and BSW interns
- Collaborate with multiple agencies and school staff
- Trained in Why Try curriculum, Trauma Focused Cognitive Behavioral Therapy and Crisis Response Network in Individual, Group and as an Incident Leader
- Trained in identifying warning signs of Human Trafficking victims

MSW Intern, *Juvenile Hall and Youth Guidance Center,* Orange, CA 2011 – 2012
Orange County Department of Education, Safe Schools and Support Services

- Conducted biopsychosocial assessments, diagnosed clients and created a thorough treatment plan
- Worked in a multidisciplinary team to establish the most effective treatment plan
- Ran group therapy, individual therapy and crisis intervention
- Trained in Project Towards No Drugs, a drug prevention program

MSW Intern, *Centennial Education Center Child Development Center,* Santa Ana, CA 2010 – 2011
Rancho Santiago Community College District Family Services Department

- Connected families to outside agencies for additional services
- Implemented educational parenting classes, various topics such as positive discipline and self-esteem
- Provided interventions to children and parents utilizing various modalities such as play therapy, crisis intervention, individual and family therapy

VOLUNTEER EXPERIENCE

Guidance Counselor, *Valadez Middle School,* Placentia, CA 2009 - 2011

- Co-led an adolescent group on grief and loss
- Helped coordinate community path college night
- Tutored middle school students in an after school program

ADDITIONAL SKILLS

Bilingual and Bicultural in Spanish

Claire Castle, MMFT, PPS

2219 Grand Ave. • Long Beach, CA 90815 • 323-363-3664 • mytherapistClaire@gmail.com

Professional Experience

Orange County Department of Education, Safe Schools, Costa Mesa, CA *June 2014 – April 2016*

Mental Health Clinician I • SOS Program

- Performed all previous ACCESS and Juvenile Institutions Clinician duties at Lathrop Intermediary and Godinez Fundamental High School in Santa Ana, California
- Successfully facilitated skill based and process group therapy within a middle and high school setting
- Engaged clients in targeted case management for issues such as anger management and grief work
- Preceptor for Master of Social Work Intern
- Supervisor for Bachelor of Human Services Intern
- Provided support to Special Education Students in compliance with their Individualized Education Plans

Mental Health Clinician • Juvenile Institutions

- Performed all previous ACCESS Clinician duties for incarcerated and post release youths at Youth Leadership Academy (YLA) and Accountability Commitment Program (ACP) ACCESS School in Orange and Anaheim, California
- Provided Substance Abuse and Anger Management Counseling

Mental Health Clinician • ACCESS Program

- Provided individual, group, and family school-based clinical therapy including assessments, diagnosis, and treatment planning for a diverse client base of K-12 students across Orange County
- Provided case management services to students and families including advocating for and successfully creating linkage to varied resources across the County
- Supported Supervisors in the creation of policy and group curriculum
- Completed Department of Mental Health standard paperwork efficiently; including monthly statistics, in-depth biopsychosocial assessments, and chart auditing

Helen Caldwell, LCSW, Long Beach, CA *August 2014 - February 2015*

Marriage and Family Therapy Intern

- Provided individual, couples, and child and adolescent therapy including assessments, diagnosis, and treatment planning for a diverse client base in a private practice setting

Beverly Hills High School, Beverly Hills, CA *May 2013 – May 2014*

School Counseling Intern

- Interpersonal counseling of individuals, couples, and family school-based therapy at an on campus mental health center for a diverse student population
- Liaison between the school staff and outside contracted therapists
- Crisis Intervention/Peer Mediation
- College Outreach Representative
- Created mental health policy with Supervisor

Will Rogers Middle School, Long Beach, CA *January 2014 - April 2014*

School Counseling Intern

- Assisted in programming, classroom observation, parent meetings, testing, and crisis intervention for a diverse student population

- Conducted ACT workshops for college and career readiness
- IEP/SST Consultant

Pasadena Mental Health Center, Pasadena, CA *June 2012 – October 2013*
Marriage and Family Therapy Trainee

- Provided individual, couples, child, and group therapy for a diverse client base, including court mandated clients
- Co-Facilitated parenting classes
- Trained in evidence-based practices such as Seeking Safety
- Completed Department of Mental Health standard paperwork efficiently; including monthly statistics, in-depth biopsychosocial assessments, treatment planning, and chart auditing

Foshay Learning Center, Los Angeles, CA *January 2012 – April 2012*
School Counseling Intern

- Interpersonal counseling for Tier 3 middle school students in an urban education environment
- Led a skill based group focused on first generation potential college students

Additional Professional Experience

Scripted and Reality Television, Los Angeles, CA October 1999 – December 2009
Story Producer

- Worked for ten years in scripted and reality television creatively contributing to content, managing associate producers, and collaborating with editors at Warner Bros. Television, The Jim Henson Company, Dimension Films, CBS Television, and Bunim-Murray Productions. Duties included field producing content and interviewing cast members, scripting episodes, and seeing them through to completion on shows such as *Sesame Street, Spin City, Fastlane, Big Brother, The Simple Life, and Legally Blonde: The Musical – The Search for Elle Woods*

Education

Master of Marriage and Family Therapy & Master of Education in School Counseling

- University of Southern California, Rossier School of Education *June 2011 – May 2014*

Bachelor of Fine Arts in Film & Television Production

- New York University, Tisch School of the Arts *August 1994 – May 1998*

Certificates

Pupil Personnel Services Credential *May 2014*
Individual and Group Crisis Response Certification *October 2014*

Volunteer Activities

Milton H. Erikson Foundation, Volunteer, Evolution of Psychotherapy Conference 2013
CHEP I AM Program, College Admissions Mentor *September 2011 – May 2012*
Women's Resource Center, Sexual Assault Response Team Advocate *January 2011 – June 2011*
Reading to Kids, Classroom Assistant *January 2009 – January 2010*

Summary Statement

Extremely passionate about Education and School-Based Therapy. Trained in several modalities and evidence-based practices including Interpersonal Neurobiology, Person-Centered, TF-CBT, Integrative Treatment for Complex Trauma -Adolescents, Family Systems, Narrative, Seeking Safety, and Emotionally Focused Therapy. Specialized in working with Adolescents, LGBTQ, PTSD and Complex Trauma, Depression and Anxiety in Individual, Couples, and Group Therapy settings. Proficient in

STEPHANIE FELIX, LCSW, PPS

Education

Master of Social Work - Mental Health Concentration, May, 2012
University of Southern California

Bachelor of Arts – Criminology, Law and Society June, 2010
University of California, Irvine

Professional Experience

Orange County Department of Education, Santa Ana, CA August 2012- Present
Safe Schools and Supportive Services
Mental Health Clinician

- Provide 1:1 individual psychotherapy to intermediate aged students.
- Assess, diagnose, and create treatment plans for students.
- Utilize crisis intervention to assess for suicide, homicide, and child abuse.
- Facilitate evidence based healthy relationship skill building group and problem solving skills group therapy utilizing cognitive behavioral therapy interventions.
- Supervise a Bachelor level Social Work Intern and Master level Social Work Intern.

Orange County Department of Education, Anaheim, CA January 2012 – August 2012
Safe Schools and Supportive Services
Case Manager

- Educate students and families regarding resources available to them in their community: anger management, therapy, and basic need resources.
- Deliver basic needs to students' homes such as food and clothing.

Orange County Department of Education, Anaheim, CA Sept. 2011 – April 2012
Safe Schools and Supportive Services
Social Work Intern

- Provide 1:1 individual psychotherapy to adolescents.
- Assess, diagnose, and create treatment plans for students.

Helpline Youth Counseling Inc., Norwalk, CA Sept. 2010- May 2011
Social Work Intern

- Provide 1:1 individual psychotherapy to at risk youth and their families.
- Assess and diagnose students to develop best practice treatment plans according to Medi-Cal policies.
- Co-facilitate parenting group for court-mandated parents.

Professional Licensures

- Licensed Clinical Social Worker
- Pupil Personnel Services Credential

Additional Skills / Accomplishments

- Bilingual and Bicultural (Spanish written/verbal fluency)
- Proficient with documentation of Medi-Cal billing

Maria G. Gonzalez, M.S.W., A.C.S.W.
No. ASW67384

6652 Humboldt Ave.
Westminster, CA 92683
714- 350- 9477
mgg_900@yahoo.com

Education

University of Southern California Los Angeles, CA May 2015
Master of Social Work Degree

California State University Fullerton Fullerton, CA August 2013
Bachelor of Science Degree, Human Services

Skills

- Bi-lingual Spanish: Fluent in reading, writing, and speaking
- Trained in Cognitive-Behavioral Therapy, Trauma-Focused Cognitive Behavioral Therapy, and Motivational Interviewing
- Completed 40 hour Domestic Violence Training and completed 48 hour Sexual Assault Counselor Certification Training
- Certified in International Critical Incident Stress Foundation for Groups, Trauma-Focused Cognitive Behavioral Therapy Certification expected June 2016.
- Flexible team player who thrives in environments requiring ability to effectively prioritize and juggle multiple concurrent projects.

Employment History

October 2015- Present **Orange County Department of Education** Safe School Schools
Social Service Clinician I

- Provide individual, group, and family counseling services to at risk youth ages 14-18.
- Complete biopsychosocial assessments, diagnose utilizing the DSM-V, develop treatment plans, document treatment sessions, and complete termination summaries in compliance with Department of Mental Health documentation standards.
- Collaborate with school staff, parents, and community agencies to ensure youths' and families' mental health needs are being met.
- Provide crisis intervention.
- Precept bachelors level interns.
- Co-facilitate relationship groups for youth.
- Provide case management services in anger management, substance abuse and relapse prevention, vocational/educational development and life/social skill development.
- Provide community connectedness services to youth and their families to meet mental health needs.
- Provide transitional services to all clinical and case management cases to include identification, coordination, and linkage to services and resources from partner agencies in the community.

May 2015-November 2015 **Orange County Department of Education** Safe Schools and Institutions
Clinical Case Manager

- Provide individual, group, and family counseling services to incarcerated youth ages 12-20.
- Complete biopsychosocial assessments, diagnose utilizing the DSM-V, develop treatment plans, document treatment sessions, and complete termination summaries in compliance with Department of Mental Health documentation standards
- Collaborate with probation staff, educators, and parents to ensure youths' mental health needs are being met.
- Provide crisis intervention
- Co-facilitate Men's Recovery Group
- Provide case management services in substance abuse and relapse prevention, vocational/educational development and life/social skill development.
- Provide transitional services to all clinical and case management cases to include identification, coordination, and linkage to services and resources from partner agencies in the community.
- Coordinate educational and vocational field trips for youth and coordinate presentations of guest speakers to inform youth of resources and services available at agencies in the community.
- Attend youths' case conferences to ensure all needs are being met upon their release.

February 2015 – May 2015 **Proof Positive ABA Therapies**
Senior Therapist

- Provide in home parent training/consultation, and behavior intervention services to families of children with developmental disabilities in home and community settings.
- Implement comprehensive programs based on ABA principles that addresses: behaviors, academics, cognitive, language, self-help, socialization, play, etc.
- Accurately record information on the child's progress towards meeting treatment goals
- Collect, record and maintain data on each child's progress towards meeting treatment goals
- Monitor effectiveness of treatment approach and modify program as needed
- Consult with case supervisor on a weekly basis

August 2014-May 2015 **Orange County Department of Education** Safe Schools and Institutions
Clinical Social Work Intern

- Provide comprehensive clinical services to incarcerated youth ages 12 through 20 in various institution settings.
- Complete biopsychosocial assessments, diagnose utilizing the DSM-V, develop treatment plans, document treatment sessions, and complete termination summaries in compliance with Department of Mental Health documentation standards
- Provide crisis intervention
- Facilitate Anger Management Groups
- Provide case management services that included substance abuse and relapse prevention counseling utilizing twelve-step model
- Provide transitional services to all clinical and case management clients.
- Collaborate with probation staff, educators, and parents to ensure youths' mental health needs are being met

June 2014 – May 2015 **Aces, Comprehensive Educational Services**
Behavior Interventionist

- Provide behavior intervention services to families of children with developmental disabilities in homes, clinic, and community settings.
- Implement comprehensive programs based on ABA principles that addresses: behaviors, academics, cognitive, language, self-help, socialization, play, etc.

- Lead ABA social groups
- Accurately record information on the child's progress towards meeting treatment goals
- Collect, record and maintain data on each child's progress
- Monitor effectiveness of treatment approach and modify program as needed

September 2013-May 2014 **Hoag Memorial Hospital Presbyterian** Mental Health Center
Clinical Social Work Intern

- Provide individual, group, and couples psychotherapy to individuals ages 8 through 64 years old.
- Provide services in clinic and in school settings.
- Complete biopsychosocial assessments, diagnose utilizing the DSM-V, develop treatment plans, document treatment sessions.
- Collaborate with educators, parents, and family members to ensure clients' mental health needs are being met
- Attend client IEP meetings
- Create and conduct psychoeducational community presentations at Newport Mesa School District.
- Create psychoeducational curriculum and facilitate psychoeducational groups in the community.

LAURA LIM, LCSW, PPSC

15677 WILLOW GLEN RD., CHINO HILLS, CA 91709
(626) 322-8729
LAURALIMLCSW@GMAIL.COM

Education

Licensed Clinical Social Worker-Board of Behavioral Sciences
LCS#69532

Pupil Personnel Service Credential
University of Southern California

Master of Social Work - Families and Children Concentration May, 2012
University of Southern California

Bachelor of Arts - Criminology, Law & Society June, 2005
University of California, Irvine

Education Abroad Program September, 2005
Universita di Bologna. Bologna, Italy

Professional Experience

Orange County Department of Education, Costa Mesa, CA December, 2012-Present
Safe Schools and Support Services
Mental Health Clinician

- Experienced in providing clinical and case managements services to students in elementary, middle school and high school educational level.
- Conduct crisis interventions including suicidal and homicidal assessments.
- Provide 1:1 individual therapy to students with severe social/emotional issues.
- Provide mental health services, which include individual, group, family therapy, and case management services for at-risks students and their families.
- Provide community referrals to students and families for: clinics, therapy, food shelters and resources in their community.
- Perform biopsychosocial assessments and mental status exams.
- Diagnose and develop individual treatment plans that meet the clients' needs and goals.
- Implement Evidenced-Based Practice techniques such as Cognitive-Behavioral Interventions, Motivational Interviewing and Solution-Focused Therapy.
- Provided group supervision to Master Level Social Work Interns.
- Developed and facilitated group curriculums to address behavioral issues, positive decision making, bullying, self-esteem, anger issues, and teen violence.
- Maintain and follow State mandated reporting laws; Child abuse/neglect, Elder abuse, and Tarasoff warnings.
- Collaborate with school administration, school psychologist, teachers and other support staff to perform Student Services Team meetings and assist students achieve their treatment goals.
- Completed Medi-Cal billing paperwork on a daily basis.

Department of Children and Family Services, Los Angeles, CA August, 2011-April, 2012
Children's Social Worker Intern

- Conducted home visits to assess the situation with regard to the presence of imminent threat to the child's life, health and/or safety to determine urgency of response.
- Ascertained validity of child abuse and neglect reports applying California Law and Policy.
- Documented the effect of family behavior and environmental factors on the child.
- Balanced the use of child protective service statutory authority with the need to determine the least invasive intervention to protect the child and enhance family functioning.
- Demonstrated attentiveness, reassurance, empathy, and congruence in thinking, feeling, and acting to create a stable, rational atmosphere conducive to cooperation.
- Interviewed children and family members in order to study and document information regarding strengths, mental and physical development, abuse history, parenting skills, perceptions of reported incident, violence, and family and community support.
- Created individual safety and service plans for children and families.
- Referred clients to other human service agencies such as substance abuse services, mental and physical health providers, employment services, and vocational rehabilitation services.
- Regularly participated in the collaborative Team Decision Making meetings regarding a child's removal, placement and reunification with the family.

Orange County Department of Education, Anaheim, CA September, 2010 - August, 2011
Safe Schools and Support Services
Clinical Social Work Intern and Case Manager

- Responsible for the clinical and case management services of seven Alternative, Community and Correctional Schools and Services school sites.
- Conducted home visits to ensure student's safety and provided community resources to students and their families.
- Conducted needs assessments reports to identify current school individual needs.
- Facilitated an anger management group, Training and Redirecting Anger (TRAC) utilizing Cognitive Behavioral Therapy principals.
- Facilitated a psycho-educational group, Problem-Solving Skills Training (PSST), to help students develop positive decision making skills.
- Collaborated closely with interdisciplinary team members on development of appropriate case plans meeting individual client needs.

Additional Skills / Accomplishments

- Fluent in conversational Mandarin/Taiwanese. Conversational in some Spanish and Italian.
- Multicultural competency.
- Proficient in Mac OS and PC systems, Microsoft Word, Excel, PowerPoint, and Outlook.
- Experience working with individuals with intellectual and developmental disabilities.
- Certified in Critical Incident Stress Management (CISM): Individual and Group Crisis Intervention, CBEST, and 30-Day Substitute Teaching Credential.
- Dean's Scholar and Member of Phi Alpha Honor Society, University of Southern California.
- Co-authored research project: Orange County Department of Education *Training and Redirecting Anger & Conflicts* based on the Evidenced-Based Practice Aggression Replacement Training (ART) program.

Trainings

- Play Therapy and Art Therapy
- Individual and group crisis intervention
- Mindfulness and Dialectical Behavior Therapy
- Trauma Focused Cognitive Behavioral Therapy

Associate Clinical Social Worker Registrant No. 63765 *Issued 7-14-15*
Board of Behavioral Sciences, California

EDUCATION

Master of Social Work *May 2015*
California State University of Fullerton, Fullerton, California

Bachelor of Arts in Sociology *May 2012*
California State University of Fullerton, Fullerton, California

CREDENTIALS

Pupil and Personnel Services Credential *In progress*
University of California, Los Angeles, Los Angeles, California

---

EXPERIENCE

Orange County Department of Education *September 2015 - Present*
Social Services Clinician I
Costa Mesa, CA

- Introduce and develop Safe Schools program at two elementary school sites
- Train and support Safe Schools interns and trainees
- Manage mental health referrals and distribute referrals to interns and trainees
- Deliver therapy and case management services to students ages 5 to 15 years old
- Provide individual therapy and skill-building services to students in weekly sessions throughout the school year
- Facilitate group therapy on topics requested by school administrators
- Enhance parent and client interaction through family therapy
- Complete biopsychosocial assessments to determine DSM-5 diagnoses
- Partner with clients to determine treatment goals and course of treatment
- Utilize evidence-based interventions in treatment per consultation with clinical supervisor
- Respond to crisis situations
- Conduct suicide and homicide assessments
- Assess for child and elder abuse and file abuse reports when necessary
- Include clients' parents in the treatment process with updates of client progress and education about treatment
- Collaborate with school staff to provide classroom modifications to enhance client-teacher interactions
- Advocate for clients in various settings including Student Services Team meetings
- Link clients and their families to community partners including food banks and family resource centers
- Maintain clinical documentation and client records
- Partner with mental health agencies in the community to provide continuity of care

Orange County Department of Education *August 2014-May 2015*
Safe Schools and Support Services Social Work Intern
Costa Mesa, CA

- Provided individual therapy for clients ages 8 to 14 years old
- Co-led two ten-week sessions of group therapy
- Completed biopsychosocial assessments and diagnostic summaries
- Administered mental status exams
- Created treatment plans specific to varied diagnoses
- Assessed for suicidal and homicidal ideation and child and elder abuse
- Collaborated with school staff to enhance school and client interactions
- Informed clients' parents about client progress and explained ways to support clients
- Connected clients and their families to community resources
- Co-authored a parenting curriculum and a LGBTQ curriculum for adolescents

Pomona Unified School District *August 2013 – May 2014*
School Mental Health Services Intern
Pomona, CA

- Assessed clients ages 7 to 17 years old in order to provide individual counseling
- Provided crisis intervention responses for events such as on-campus violence
- Worked with the school threat assessment teams by following up with clients to ensure school safety
- Advocated for clients at student attendance review board meetings and at district hearings
- Performed home visits for clients who were unable to attend school

Nicholas Academic Center *October 2012 – August 2013*
Tutor and Student Mentor
Santa Ana, CA

- Assisted high school students with school work by teaching study skills and providing feedback
- Developed teaching plans and led classes on creative writing and sociology

Xela-Aid Partnership for Self-Reliance *June 2012*
Education Volunteer
San Martín, Guatemala

- Organized and supervised educational and recreational activities to promote physical, mental, and social development in preschool-aged and middle school-aged children

---

Certified in Critical Incident Stress Management for groups
Awarded "Outstanding Research Project" in graduate school program

Viridiana Rodriguez, MSW, ASW #36187

Spanish Speaking/Bicultural

604 S. Dorchester St. Anaheim, CA 92805 (714) 865-7070 viridiana.rodriguez23@gmail.com

***EDUCATION*:**

University of Southern California May 2013
Master of Social Work Los Angeles, CA
Concentration- Families and Children

California State University Fullerton May 2011
Bachelor of Science, Human Services Fullerton, CA

EXPERIENCE:

Orange County Department of Education, Safe Schools and Support Services August 2013-Present
Mental Health Clinician Santa Ana, CA

- Provide case management and clinical individual therapy services to at-risk youth within a school-based setting
- Collaborate with school administration in order to maximize client's functioning in school and at home
- Facilitate a problem solving skills training group, healthy girl's relationship group and why try motivational group counseling
- Supervise a Bachelor of Social Work Intern who provides case management services and co-facilitates a group
- Precept for a Master of Social Work Intern
- Complete biopsychosocial assessments, diagnoses and clinical treatment plans
- Provide crisis intervention to at-risk youth with current suicidal and homicidal ideation within a school-based setting

Case Manager March 2013-June 2013

- Provided case management services to intermediate school aged youth and their families with severe behavioral and mental health issues within a school-based setting
- Completed Medi-Cal paperwork for all case management files
- Connected children and families with therapy services, basic needs assistance, and medical insurance
- Maintained and followed state mandated reporting laws for: child abuse, elder abuse and tarasoff warnings

Social Work Intern August 2012-May 2013

- Provided clinical individual therapy services and case management to elementary, intermediate and high school aged youth presenting with severe mental health issues within a school-based setting
- Facilitated psycho-educational and process-oriented therapy groups
- Completed Medi-Cal paperwork, biopsychosocial assessments, diagnoses and clinical treatment plans
- Collected and organized statistics in order to track outcome measures for program development purposes
- Prepared and delivered presentations surrounding mental health issues to school staff, students and parents
- Precept for a bachelor social work intern
- Assisted in bilingual translation
- Conducted home visits and maintain supportive contact with student's family members, school staff and administrators

Olive Crest July 2011- June 2013
Youth Partner (On-Call) Santa Ana, CA

- Supervised and mentored youth in a residential group home
- Taught independent living skills, behavior modifications and crisis management
- Prepared residential children for regular medical and dental appointments
- Monitored visits for parents whom children were placed in the residential group homes

Rancho Santiago Community College District, Centennial Child Development Center August 2011-April 2012
Family Service Worker (Intern) Santa Ana, CA

- Assisted low-income families in the city of Santa Ana with case management services to address medical insurance, food stamps, and parenting classes
- Facilitated community networking and obtained multiple donations within Santa Ana and surrounding cities in order to organize a Thanksgiving Brunch for over 200 people
- Conducted short and long term crisis intervention for families presenting with divorce, domestic violence or parenting difficulties

Child Abuse Services Team (CAST) January 2011-May 2011
Child Advocate Orange, CA

- Provided comfort and immediate support to parents and other family members dealing with child abuse
- Assisted a nurse practitioner and a doctor during alleged sexual assault victim (ASAV) exam
- Helped ease the trauma for children and their families as they went through the CAST process

---

SKILLS & CERTIFICATIONS:

- 40 hours of Training with Specialization in Domestic Violence Victim Services
- Certified in Motivational Interviewing and Problem-Solving Therapy
- Group Crisis Intervention & Individual and Peer Group Crisis Intervention
- On-line Training Course for Trauma-Focused Cognitive-Behavioral Therapy Certification of Completion
- Certified in Essentials of DMH Paperwork

Michelle Kim Vo, MSW
1200 Rutland Rd., Newport Beach, CA. 92660
P 917.513.6904 mkimvo@gmail.com

AREAS OF SPECIALTY

- Bilingual/Bicultural in Vietnamese
- Bicultural in Asian and Pacific Islander communities
- Crisis Intervention and Peer Support
- Substance Dependency/Abuse, Trauma, Grief & Loss

EDUCATION

- **Master of Arts Degree in Social Work,** California State University, Fullerton May 2014
- **Bachelor Of Arts in Psychology,** California State University, Fullerton May 2011

WORK EXPERIENCE

Mental Health Clinician, Orange County Department of Education, Safe Schools and Support Services (Santa Ana Unified School District), Santa Ana, CA 03/15 – Present

- Provision of initial mental status interviews and clinical services including but not limited to: initial intake, risk assessments, and crisis intervention. Individual, group, couples and family sessions. Completed diagnosis with Diagnostic Statistical Manuel of Mental Disorders (DSM) V.
- Supervise Bachelor Level trainees/interns regarding case management and close oversight of high-risk cases to ensure appropriate responses to cases involving risk, abuse, or neglect.
- Daily support/debriefing with Master Level Interns to avoid burnout or compassion fatigue.
- Apply knowledge and working principles of Recovery and Resiliency centered practices, crisis intervention, therapeutic arts, and various expert based research methods to establish and maintain effective relationships with transitional aged youth and their families of all ethnic and socioeconomic backgrounds.

High-Risk Mental Health Therapist , Rossier Educational & Mental Health Enterprises, Inc. (Garden Grove Unified School District), Garden Grove, CA 09/14 – 03/15

- Provided clinical mental health services for high-risk junior high and high school adolescents in a school-based setting utilizing Cognitive Behavior Therapy, Harms Reduction, Play Therapy, and Family Structural Therapy Model.
- Attended weekly meetings with principal, assistant principal, faculty, and head counselor to discuss status of students to ensure all staff members were providing best practices to students.
- Provide psychoeducation to parents and staff regarding mental health issues related to school aged children.
- Collaborated with administrative staff to better the quality of service and identify resources that address the individual student's social, educational and/or vocational needs.

Master of Social Work Intern, Kaiser Permanente-Department of Chemical Dependency Rehabilitation Program, Orange County, CA 09/13 – 05/14

- Conducted psychological, biological, social evaluation and screening of adolescents, adults, and spouses/family members impacted by substance abuse.
- Co-facilitated Group Process group and Teen Substance Abuse Program weekly, using Motivational Interviewing interventions to engage members in peer support and a cohesive sober community.
- Provided long-term individual psychotherapy support through Stages of Change, Cognitive Behavior Therapy and Evidence Based Practice Matrix Model techniques to address those impacted by substance and alcohol abuse.
- Collaborated with supervisor when conducting mandatory reports, retention plan, and safety planning of patient.

Master of Social Work Intern, Orange County Asian & Pacific Islander Community Alliance, 09/12 – 06/13
Garden Grove, CA

- Interpreter for Vietnamese speaking refugees, Vietnam War Veterans, and Prisoner of War clients to assist in understanding of time-sensitive applications and bridge cultural gaps related to mental health services.
- Structured and collaborated with clients to set goals through short-term counseling surrounding the theories of Person-In-Environment theory and Cognitive Behavior Therapy.
- Applied knowledge and working principles of Recovery and Resiliency centered practices to empower and foster positive healthy relationships within the family structure of transitional aged youth, adults and older adults of various ethnic and socioeconomic backgrounds.
- Collaborated effectively with other community organizations, county services, school districts and wraparound services to establish continuity of care for clients with attention to multicultural relevance and competency.

Special Education and Resource Assistant, Valencia Elementary School of the Saddleback Valley 01/12 – 03/12
Unified School District. Mission Viejo, CA

- Developed awareness of services to students with special needs resourced in Individualized Educational Program (IEP) with principle, school psychologist and presenting teachers.
- Administered the Woodcock-Johnson III Achievement Test and Wechsler Individualized Achievement Test.
- Developed rapport with students to instill a sense of being able to solve problems for oneself or as part of a group and establishment of social support.

Bachelor of Psychology Intern, A Better Way Domestic Violence Outreach and Shelter, 08/12 – 12/10
Victorville, CA

- Aided victims of sexual assault and domestic violence in the ongoing effort towards the process of recovery, through advocacy and community resource information.
- Provided crisis intervention in the immediate aftermath of the trauma of sexual assault and domestic violence and addressed safety planning.
- Provided case management to victims with medical, legal and counseling related service to address immediate and basic physical needs.

VOLUNTEER EXPERIENCE

Cross-Cultural Ambassador, Buddhist Monastery of Ngoc Tung, My Tho, Vietnam 12/10 – 03/11

- Managed monastery finances, food allowances, and medical prescriptions of abbey of monks.
- Met daily with abbot to discuss cultural differences to strengthen and deepen development of American-Vietnamese followers
- Attended conferences, teachings and private consultations by the abbot to deepen understanding of culture and study of Buddhism.

References available upon request

KARLA ARACELI ZAVALA, MSW (714)906-8379
P.O. Box 3537 E-mail: r.zavala789@gmail.com
Fullerton, CA 92834

EDUCATION

University of Southern California May 2014
Master of Social Work Los Angeles, CA
Concentration: Mental Health

California State University, Fullerton May 2012
Bachelor of Arts, Psychology Fullerton, CA
Minor: Woman/Gender Studies
Honors: Magna Cum Laude

Trainings: Bilingual, bicultural, Motivational Interviewing, Trauma Focused Cognitive Behavioral Therapy, Core concepts in Cognitive-Behavioral Therapy, When Grief comes to School, Medi-Cal Billing, Department of Mental Health paperwork, Critical Incident Stress Management (CISM) for Individuals and Groups, CISM Incident Leader, Epi-Pen Training

Relevant Work Experience

Orange County Department of Education Aug 2014- Present
Mental Health Clinician Santa Ana, CA
(Provider mental health services including clinical individual and family therapy, case management, and crisis intervention services to students within the Santa Ana Union School District at multiple school sites including elementary, intermediate, and high schools)

- Collaborate with school administration and introduce program and services to school personnel to ensure appropriate referrals for myself, MSW intern, and Human Services intern to Safety of Students (SOS) program
- Participate in weekly Behavioral Emotional Support Team (BEST) meetings to accurately triage referrals depending on level of need and risk of student
- Determine the level of risk of referrals and triage them between myself, MSW intern and Human Services Intern for the best level of care
- Fulfill the role as a preceptor for MSW intern including providing on-site support as needed and discussing and clarifying role and responsibilities of MSW intern on campus
- Fulfill the role of supervisor for Human Services intern including providing weekly supervision, reviewing paperwork, and provide support throughout duration of internship
- Record and compile statistics of mental health services for all mental health providers and schools being serviced to ensure effective program development
- Provide "on-call" crisis intervention services as needed to ensure well-being and safety of all students at both schools
- Effectively communicate with school administrators throughout crisis intervention sessions to ensure the necessary protocol is followed
- Briefly fulfill the role of Special Education counselor for 6 students by focusing on academic-orientated goals until the permanent counselor began at McFadden Intermediate School
- Assess and provide resource linkage to case management clients, as needed
- Provide individual and family therapy to address several issues clients are struggling with such as depression, anxiety, self-harming behavior, child abuse, suicide/homicide ideation, bullying, grief and loss, truancy, aggression, defiance, peer pressure, and newcomer adjustment concerns

KARLA ARACELI ZAVALA, MSW (714)906-8379
P.O. Box 3537 E-mail: r.zavala789@gmail.com
Fullerton, CA 92834

- Complete a thorough biopsychosocial assessment highlighting client's substance use, educational history, medical history, family history, and developmental milestones in conjunction with client and/or client's legal guardian
- Gather client's presenting symptoms and behaviors and accurately diagnose these utilizing the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5)
- Develop a treatment plan highlighting client's problem, goal, and objectives/interventions that will be utilized during the treatment phase to scaffold progress to identified goal
- Act as the lead co-facilitator for "Problem-Solving Skills Training" (PSST) all-boys group
- Maintain contact with client's parent/legal guardian to ensure needs are being met, what resources are needed, and to inquire about progress at home, if applicable
- Oversee and ensure that the approximate 100 total referrals for both schools are provided clinical and/or case management services from a SOS provider within a respectful timeframe

Orange County Department of Education Aug. 2013- May 2014
Social Work Intern Santa Ana, CA
(Provide mental health services including clinical therapy and case management services to students within the Santa Ana Union School District at Century High School and Willard Intermediate Junior High School)

- Conduct English and Spanish-speaking only initial assessments including child abuse, suicide/homicide ideation, elder abuse, and self-harming behaviors to determine what resources are needed
- Collaborate with the client's parents or legal guardian to complete a Strengths-based biopsychosocial assessment highlighting client's development milestones, substance use, medical history, and family history
- Develop mutually-agreed upon goals to maximize the client's well-being in school
- Provide short-term individual therapy utilizing cognitive behavioral and mindfulness techniques depending on client's goals
- Co-facilitate a relationship group for girls and a "Why Try?" group for boys
- Evaluate progress towards treatment goals and discuss with client and client's parent to determine need for ongoing clinical services and link within the community if needed
- Interface with a multidisciplinary team to ensure safety and well-being of all students
- Maintain a caseload of 8 clinical clients
- Provide assessment and resource linkage to case management clients as needed

Providence Community Services Sept. 2012 – May 2013
Social Work Intern Hawaiian Gardens, CA

- Conduct English and Spanish-speaking only comprehensive initial child assessments for every client by facilitating intake sessions with client and client's family or legal guardian
- Collaborate with client and client's family or legal guardian to identify, set, and progress toward individualized mental health treatment goals alongside case management depending on client's need
- Provide short-term individual therapy utilizing motivational interviewing techniques on children ages 4 to 9 through a Systems and Strengths perspective
- Thoroughly document every session with client or any other individual that provide further information into client's presenting symptoms and behaviors as required by Department of Mental Health
- Maintain a caseload of 5 clients

Letters of Support

USC School of Social Work

ORANGE COUNTY ACADEMIC CENTER

April 25, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

The USC School of Social Work is pleased to write this letter of support for the Orange County Department of Education (OCDE) Safe Schools and Support Services' (Safe Schools) to include in their application for the Santa Ana Unified School District (SAUSD) Mental Health Services grant and the Restorative Practice/Violence Prevention grant.

The USC School of Social Work is engaged in pioneering efforts to build the science of social work through research, the development and implementation of evidence based interventions and the assessment of intervention outcomes. USC School of Social Work is also interested in building more permanent and progressive career relationships between USC University faculty and agency staff and organizations with which we have long term agreements. It is our hope that a redefined connection would build a continuous exchange of ideas between the scientific social work community and the world of practice. In this context, the *Teaching Institution* represents a new paradigm within Field Education that aligns student learning, agency development, university research and teaching at all levels.

Safe Schools and Support Services (Safe Schools) has a long history of being a Masters of Social Work Teaching Institute. Over the years, they have successfully collaborated with local school districts, law enforcement agencies, social services and the probation department. Safe Schools offers a multitude of expertise in the area of connecting students with community resources, providing counseling services, as well as prevention, intervention, and essential follow-up services custom designed to the needs of at-risk youth. The proposed Safe Schools services are necessary and highly effective in addressing the need for school-based mental health services, crisis response, threat assessment and reducing recidivism by helping the community heal.

It is because of the success of OCDE Safe Schools that we can commit to this important work described in their Mental Health and Restorative Practices/Violence Prevention application. We are committed to improving the quality of life, safety, and education for the youth of Santa Ana. For this reason, we are proud to be included in the proposed effort.

Sincerely,

Conrad D. Fuentes, MSW, LCSW
Clinical Associate Professor
Field Education
University of Southern California
School of Social Work
2300 Michelson Drive Irvine,
CA 92612
949/437-0006 (direct line)
949/437-0022 (fax) cdfuente@usc.edu

MAYOR
Miguel A. Pulido
mpulido@santa-ana.org

MAYOR PRO TEM
Vicente Sarmiento
Ward 1
vsarmiento@santa-ana.org

COUNCILMEMBERS
Angelica Amezcua
Ward 3
aamezcua@santa-ana.org

P. David Benavides
Ward 4
dbenavides@santa-ana.org

Michele Martinez
Ward 2
mmartinez@santa-ana.org

Roman Reyna
Ward 5
rreyna@santa-ana.org

Sal Tinajero
Ward 6
stinajero@santa-ana.org

CITY OF SANTA ANA

April 23, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

I am a strong supporter of the Orange County Department of Education's (OCDE) Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) Mental Health Services grant and the Restorative Practice/Violence Prevention grant.

Having been raised in Santa Ana, I have first-hand knowledge of the local challenges that many young people experience. Since my election to the Santa Ana City Council in November 2006, I have chaired the Parks, Recreation, Education, and Youth Council Committee and authored the creation of the Early Prevention and Intervention Commission (EPIC). EPIC develops strategic, coordinated, and collaborative efforts between the City, local law enforcement, school districts, social services, the Workforce Investment Board, as well as faith-based and business agencies to enhance the academic, recreational, social, and future options of Santa Ana youth, including outreach efforts to youth at-risk for or currently involved in gang related activity.

Throughout my career, I have often worked alongside OCDE staff on violence prevention and intervention programs. It is because of the success of this partnership that I can commit to the important collaborative work described in OCDE's Mental Health and Restorative Practices/Violence Prevention application.

Throughout our work together, OCDE has demonstrated an exceptional ability to conceptualize, plan, and implement new and effective strategies to meet the needs of high-risk populations. As a council member, I am committed to improving the quality of life, safety, and education for the residents of Santa Ana. For this reason, I am proud to be included in the proposed effort.

Sincerely,

Michele Martinez
Councilwoman

CITY ATTORNEY
Sonia R. Carvalho

CITY MANAGER
David Cavazos

CLERK OF THE COUNCIL
Maria D. Huizar

20 CIVIC CENTER PLAZA – P.O. BOX 1988, M31 – SANTA ANA, CALIFORNIA 92702
TELEPHONE (714) 647-6900 – FAX (714) 647-6954 – www.santa-ana.org

MAYOR
Miguel A. Pulido
mpulido@santa-ana.org

MAYOR PRO TEM
Vicente Sarmiento
Ward 1
vsarmiento@santa-ana.org

COUNCILMEMBERS
Angelica Amezcua
Ward 3
aamezcua@santa-ana.org

P. David Benavides
Ward 4
dbenavides@santa-ana.org

Michele Martinez
Ward 2
mmartinez@santa-ana.org

Roman Reyna
Ward 5
rreyna@santa-ana.org

Sal Tinajero
Ward 6
stinajero@santa-ana.org

CITY OF SANTA ANA

April 21, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

I am a strong supporter of the Orange County Department of Education's (OCDE) Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) Mental Health Services grant and the Restorative Practice/Violence Prevention grant.

Having been raised in Santa Ana, I have first-hand knowledge of the local challenges that many young people experience. As the Councilmember for Santa Ana City Council, I have devoted my life to the betterment of the community through leadership and advocacy efforts to enhance the opportunities for our Santa Ana's youth. In addition to serving as a Santa Ana Unified School District Board Member, I truly understand the importance and need for Mental Health, Restorative Practices and Violence Prevention services for SAUSD students. I believe that the proposed services in this application are necessary and highly effective in combating the ongoing violence and mental health issues in Santa Ana.

Throughout my career, I have often worked alongside OCDE staff on violence prevention and intervention programs. It is because of the success of this partnership that I can commit to the important work described in OCDE's Mental Health and Restorative Practices/Violence Prevention application. OCDE has demonstrated an exceptional ability to conceptualize, plan, and implement new and effective strategies to meet the needs of high-risk populations. As a council member, I am committed to improving the quality of life, safety, and education for the residents of Santa Ana. For this reason, I am proud to be included in the proposed effort.

Sincerely,

Roman Reyna
Councilmember

CITY ATTORNEY
Sonia R. Carvalho

CITY MANAGER
David Cavazos

CLERK OF THE COUNCIL
Maria D. Huizar

Superior Court of California
County of Orange

Chambers of
MARIA D. HERNANDEZ
PRESIDING JUDGE OF JUVENILE COURT

341 THE CITY DRIVE
P.O. BOX 14169
ORANGE, CA 92613-1569
PHONE: (657) 622-5502
FAX: (657) 622-8384

April 21, 2016

Ms. Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

The Juvenile Court Division of the Superior Court of Orange County is pleased to write this letter of support for the Orange County Department of Education (OCDE) Safe Schools and Support Services' (Safe Schools) to include in their application for the Santa Ana Unified School District (SAUSD) Mental Health Services grant and the Restorative Practice/Violence Prevention grant.

As the Presiding Judge of Juvenile Court, I know firsthand the volume and magnitude that gang related activity and violence has on our juvenile court system. In addition, I understand the magnitude that mental health and trauma has had on our schools and our communities. The proposed coordination of mental health, restorative practices and violence prevention services targeted for Santa Ana's youth will assist in combating the ongoing violence and mental health issues in Santa Ana.

Safe Schools and Support Services (Safe Schools) has a long history of providing quality youth development opportunities to diverse student populations, including those involved or at-risk for involvement in the juvenile justice system. Over the years, they have successfully collaborated with local school districts, law enforcement agencies, social services and the probation department. Safe Schools offers a multitude of expertise in the area of connecting students with community resources, providing counseling services, as well as prevention, intervention, and essential follow-up services custom designed to the needs of at-risk youth. The proposed Safe Schools services are necessary and highly effective in reducing recidivism and helping to heal the community as a whole.

It is because of the success of OCDE Safe Schools that I can commit to the important work described in their Mental Health and Restorative Practices/Violence Prevention application. As the Presiding Juvenile Court Judge, I am committed to improving the quality of life, safety, and education for the youth of Santa Ana. For this reason, I am proud to be included in the proposed effort.

Sincerely,

Maria D. Hernandez
Presiding Judge of the Juvenile Court

MDH/lmc

4/26/16

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

I am writing this letter of support on behalf of the Orange County Department of Education (OCDE), Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) School-based Mental Health Services for High School Students grant. Safe Schools is renowned for their above and beyond commitment to providing exemplary services. I wholeheartedly believe OCDE can and will complete services as outlined in their proposal.

Over the last 6 years I have incorporated the use of OCDE therapists and services. I have found their services to make a great difference in the lives of SAUSD students at Willard Intermediate School, Century High School, and Godinez Fundamental High School. I have many stories of students who were struggling to survive both academically and socially who survived only because of the diligent and caring work of OCDE therapists.

Any organization would benefit from working with a team like Safe Schools that demonstrates a strong ability to facilitate programs with initiative, leadership, and commitment. I appreciate your consideration of this request on behalf of SAUSD's students and families.

Sincerely,

Damon Voight

Damon Voight
Assistant Principal
Godinez Fundamental High School

Santa Ana Unified School District

CENTURY HIGH SCHOOL

California Distinguished School

Mr. Michael Parra, Principal

Administrative Team:
Mr. Scott Michael, Mr. Kevin Tonai, Mrs. Anne E. Harper

4/26/2016
Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

Century High School is pleased to write this letter of support on behalf of the Orange County Department of Education (OCDE), Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) School-based Mental Health Services for High School Students grant. Safe Schools is renowned for their above and beyond commitment to providing exemplary services. We wholeheartedly believe OCDE can and will complete services as outlined in the proposal.

OCDE has provided our students with a tremendous amount of support. They have been a great asset to have here at Century in regards to meeting the needs of our students, and parents, as well as our staff members when those crisis situations arise. The staff have been instrumental in addressing the needs of the tier 3 students as well as providing group counseling for those in need. Each staff member has been an integral member of our Century team and have played a vital role is assisting and assessing the needs of our students.

Century High School is excited to partner with OCDE Safe Schools as they continue to demonstrate a strong ability to provide comprehensive mental health services for high school students. Through our past collaborations with Safe Schools, we have witnessed their expertise in several areas including: mental health assessment and treatment, counseling services, as well as prevention, intervention, staff trainings, community resource linkages, and essential follow-up services custom designed to meet the needs of Santa Ana students and families.

Any organization would benefit from working with a team like Safe Schools that demonstrates a strong ability to facilitate programs with initiative, leadership, and commitment. We appreciate your consideration of this request on behalf of SAUSD's students and families.

Sincerely,

Scott Michael
Assistant Principal
Century High School

1401 South Grand Ave., Santa Ana, CA 92705
(714) 568-7000 / (714) 568-7099 Fax

Santa Ana Unified School District
Valley High School
David Richey, Principal
Anissa Sequeida, Alfredo Torres, David Williams
School Operations Administrator: Jeff Rozema

April 26, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

Valley High School is pleased to write this letter of support on behalf of the Orange County Department of Education (OCDE), Safe Schools and Support Services' (Safe Schools) applicationfor the Santa Ana Unified School District (SAUSD) School-based Mental Health Services for High School Students grant. Safe Schools is renowned for their above and beyond commitment to providing exemplary services. We wholeheartedly believe OCDE can and will complete services as outlined in the proposal.

The Mental Health Clinicians that are assigned to Valley High Schoolplay a critical part in supporting our students during moments of crisis that has tremendous impact ontheir success in and outside of the classroom. The clinicians also provide many resources to ourfamilies inthe community, which helps support ourstudents on campus. The valuable relationships that are established when collaborating with our students is seen when our students interact with our professional staff. Many students find comfort in knowing that the clinicians are here to serve them and assist them in any way possible.

Valley High School is excited to partner with OCDE Safe Schools as they continue to demonstrate a strong ability to provide comprehensive mental health services for high school students. Through our past collaborations with Safe Schools, we have witnessed their expertise in several areas including: mental health assessment and treatment, counseling services as well as prevention, intervention, staff trainings, community resource linkages, and essential follow-up services custom designed to meet the needs of Santa Ana students and families.

Any organization would benefit from working with a team like Safe Schools that demonstrates a strong ability to facilitate programs with initiative, leadership, and commitment. We appreciate your consideration of this request on behalf of SAUSD's students and families.

Sincerely,

Alfredo Torres
Assistan rincipal- Guidance
Valley HighSchool

CESAR E. CHAVEZ HIGH SCHOOL

AN EDUCATIONAL OPTIONS SCHOOL OF THE SANTA ANA UNIFIED SCHOOL DISTRICT

April 20, 2016

Doreen Lohnes, Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

As a school who has been served by the Orange County Department of Education (OCDE) with mental health services, I am emphatically writing this letter of support for the Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) School-based Mental Health Services for High School Students grant.

The services that our school has received from Safe Schools have had a significant and profound impact on the culture of our school academically and socially/emotionally. Their services have been reliable; and most significantly, *the reputation for their services being meaningful and valued by our students is demonstrated by the fact that* ***students are self-referring themselves*** *to our OCDE counselor.* It is without any doubt that the academic and social success of the students at our school is directly related to the effectiveness of the services that OCDE has provided. My only complaint is that I don't have an OCDE counselor full time!

As a principal at an Educational Options School, whose students come from all of our high schools for various reasons that have led to credit deficiency, it is paramount for us to ensure that we "work to make our students WHOLE". OCDE has been instrumental in providing to us services that result from their expertise in many areas such as mental health assessment and treatment, counseling services, as well as prevention, intervention, staff trainings, community resource linkages, and essential follow-up services custom designed to meet the needs of Santa Ana students and families. OCDE has been critical to our endeavors to "make students WHOLE".

Our past experience with Safe Schools compels me to encourage a continuing partnership with them. Reliability, effectiveness, and familiarity to our systems and protocols are incredibly significant qualities that often are not considered when considering new providers. It would be unfortunate to change to a new service provider and find that these intangible, but vital qualities were lacking.

Our school has benefitted from working with Safe Schools, and we hope that we can continue to do so. We appreciate your consideration on behalf of our students and their families.

Regards,

Matthew G. Cruz
Principal

2128 CYPRESS AVENUE / SANTA ANA / CA / 92707 / **OFFICE 714-430-5700** / FAX 714-430-5799

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

PROJECT KINSHIP
ORANGE COUNTY
EST. 2014

www.projectkinship.org

April 19, 2016

Doreen Lohnes
Assistant Superintendent, Support Services
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Dear Ms. Lohnes:

I am a strong supporter of the Orange County Department of Education's (OCDE) Safe Schools and Support Services' (Safe Schools) application for the Santa Ana Unified School District (SAUSD) Mental Health Services grant. Project Kinship is proud to support services that foster prevention and intervention efforts focused on community engagement and training, mental health services, street outreach, and intensive case management under the umbrella of a trauma informed environment and strengths based approach. Since opening its doors, it has been assisting individuals reenter communities, workforce and schools. Located in Orange County, CA, Project Kinship impacts countless lives and is a beacon of light and hope in the community.

Project Kinship is proud to collaborate with OCDE on the proposed effort. OCDE has clearly demonstrated their passion and commitment to the youth of Orange County which is evident in the exceptional services they provide. They have a long history of providing superior youth development opportunities to diverse student populations. I have witnessed their expertise in several areas including: substance abuse treatment, mental health assessment and treatment, counseling services, as well as prevention, intervention, gang prevention/intervention, transitioning, staff trainings, community resource linkages, and essential follow-up services custom designed to the needs of high-risk youth. I am continuously impressed by their highly competent staff, and find their range of expertise is vast. Project Kinship is excited to partner with OCDE Safe Schools as they demonstrate a strong ability to facilitate a comprehensive school-based mental health program with initiative, leadership, and commitment to Santa Ana students and families.

Sincerely,

Mary Vu
Director/Co-Founder
Project Kinship

1535 E. 17th Street, Suite 102. Santa Ana, CA 92705 Phone: 714.315.6435 Fax: 714.941.8015

Evaluation Tool

Behavioral Emotional Support Team (BEST) Year End Student Data for Mental Health Services in Santa Ana

Orange County Department of Education
Safe Schools & Support Services

Behavioral Emotional Support Team (BEST)
Year End Student Data for Mental Health Services

Year: 2014-2015 District Name: Santa Ana Unified

Suicide Assessments (accounts for multiple suicide assessments as needed)	1,421
Individual Therapy Sessions	2,463
Group Therapy Sessions	1,306
# of Students Referred	1,016
Family Contacts/Consultation	3,708
School Staff Contacts	1,168
Crisis Referral/Intervention	306
Referral to Hospitalization	40
Child Abuse Reports	365
Case Management (hours of service)	3,405
Resources and Linkages (number provided)	1,358
BEST/COST Meetings and Consultations	119

Suicide Assessments	**EVERY time a student is assessed for suicide ideation-accounts for multiple assessments as needed (includes ALL crisis interventions and ALL initial clinical assessments)**
Individual Therapy (sessions)	on-going Individual Therapy Sessions **and** Initial Assessments
Group Therapy (sessions)	Number of group participants per month multiplied by number of sessions
Total # of Students Serviced & Referred	ALL cases opened (includes clinical services, case management, group, crisis)
Family Contacts/Consultation	All successful family contacts **AND** attempted family contacts where a message is left
School Staff Contacts	Every communication with a school staff member regarding a current client or case being opened or pending referral
Crisis Referral/Intervention	All new crisis referrals and crisis sessions for current clients
Referral to Hospitalization	**ANYtime CAT (Centralized Assessment Team) or SRO are called for further assessment or hospitalization (5585/5150)**
Child Abuse Reports	All calls made to CAR (whether report is taken or submitted as informational)
Case Management (hours of services)	**Calculation of time for ALL Case Management Services (includes needs assessment, parent contacts, linkage to community based services, providing resources, contacts with school, case conference staff/social agencies)**
Resources and Linkages (number provided)	**-EVERY** time a resource letter, clothing/hygiene/food/bus pass/school supplies item, etc. is provided. **-EVERY** time linkage has been ensured.
BEST/COST Meetings and Consultations	All attended

AGENDA ITEM BACK-UP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Utilize California Multiple Award Schedule Agreement with KYA Services, Inc. for Purchase and Installation of Flooring Materials**

ITEM: **Action**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Andy Putney, Interim Director, Building Services**

BACKGROUND INFORMATION:

The purpose of this agenda is to seek Board authorization to utilize California Multiple Award Schedule (CMAS) agreement with KYA Services, Inc. for purchase and installation of flooring materials.

ITEM SUMMARY:

- Contract Start: June 29, 2016
- Contract End: December 31, 2017
- Utilization of California Multiple Award Schedule (CMAS) for purchase and installation of flooring materials
- Contractor selection is in compliance with Public Contract Code Sections 10298 and 20118

RATIONALE:

On March 3, 2014, the State of California entered into Contract No. 4-14-72-0057A with KYA Services, Inc. which grants local government agencies the ability to purchase and install flooring materials. CMAS Contract No. 4-14-72-0057A would be in effect until December 31, 2017.

By utilizing this CMAS Bid, the District can, without having to bid itself, utilize contracts pursuant to California Public Contract Code Sections 10298 and 20118. The contract prices offered by KYA Services, Inc. are assessed to be fair, reasonable, and competitive. KYA Services, Inc. carries the District's standard carpet product utilized District-wide. Large quantities of the District's standard carpet are also warehoused by KYA Services, Inc. which allows allow the District to obtain carpet materials quickly and without having to store the materials in the District's warehouse. Staff has determined that it is in the best interest of the District to utilize the contract awarded to KYA Services, Inc. County legal counsel has reviewed and approved use of CMAS Contract No. 14-72-0057A to purchase and install flooring material.

Supports LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Deferred Maintenance: $160,000 and other Capital Outlay Funds as are available.

RECOMMENDATION:

Authorize staff to utilize California Multiple Award Schedule agreement with KYA Services, Inc. for purchase and installation of flooring materials.

OW:rb

State of California
Multiple Award Schedule

KYA Services LLC

GENERAL SERVICES ADMINISTRATION

Federal Supply Service Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order is available through GSA *Advantage*, a menu-driven database system. The INTERNET address for GSA *Advantage* is GSA Advantage! For more information on ordering from Federal Supply Schedule click on the FSS Schedules button at GSA Home.

FSC Group 72, Part 1, Section A
Contract Number: **4-14-72-0057A**
Contract Period – 3/3/2014-12/31/2017
Base GSA Schedule No: GS-27F-0504H

DUNS#: 047945724
Tax ID: 46-2267568

CONTRACTOR
KYA Services LLC.
1522 Brookhollow Dr, Suite 3
Santa Ana, CA 92705
Phone: (714) 659-6476
Fax: (714) 586-5526

CONTRACT ADMINISTRATION
DeAnna McKelvie
1522 Brookhollow Dr, Suite 3
Santa Ana, CA 92705
Phone: (714) 659-6480
Email: SalesAdmin@KYASurfacing.com

Tandus - Centiva
POWERBOND MODULAR CARPET INSTALLATION AND MAINTENACE SERVICES
Meets and exceeds PBS Key Requirements –NSF 140 Gold or Platinum – Most Styles exceed TARR 3.5

INFORMATION FOR ORDERING ACTIVITIES

1a. **Awarded SINS:**
- 31-301 Broadloom
- 31-303 Carpet Tile
- 31-601 Recycled Content
- 31-604 Installation Services

1b. **Lowest Price each SIN:**
- 31-301 All Star
- 31-303 Arete
- 31-601 All Star (6')
- 31-601 Arete (Tile)

2. **Maximum Order Limitation**:
SIN(s) 31-301, 31-303, 31-601
Carpet and Carpet Tile - $500,000
SIN(s) 31-604 - Installation -$150,000
3. **Minimum Order:** $500
4. **Geographic Coverage:**
All SINs – Continental United States
5. **Point of Production**
311 Smith Industrial Blvd.
Dalton, GA 30721
6. Prices shown are Government Net Discount
7. **Quantity Discounts:**
SIN(s) 31-301, 31-303, 31-601
GSA basic price - $0 - $25,000
Additional 1% - $25,001-$50,000
Additional 2% - $50,001-$75,000
Additional 3% - $75,000+ above
8. **Prompt Payment:**
Net 30 days
9. **Foreign Items -**None
10. **Time of Delivery:**
SIN 31-301 Broadloom - 60 days or sooner
SIN 31-303 Carpet Tile - 60 days or sooner
SIN 31-601 Recycled 12 & Tile - 60 days or sooner
Priority Shipment in 2 business days up to 750 sy
Express Shipment in 10 business days up to 1,500 sy
11. **FOB Point:**
All SIN(s) Destination, CONUS or Stateside Port
12. **Order Address:**
KYA Services LLC.
1522 Brookhollow Dr, Ste 3 Santa Ana, CA 92705
Phone: (714) 659-6476; Fax: (714) 586-5526
13. **Payment Address:**
KYA Services LLC.
1522 Brookhollow Drive, Ste 3 Santa Ana, CA 92705
Phone: (714) 659-6476 / Fax: (714) 586-5526
14. **Warranty:**
Tandus Warranties
16. **Export Packing Charge:** Not Applicable
17. **Credit Card Terms same as basic contract**
18. **Maintenance:** KYA Maintenance
19. **Installation:** KYA Installation Instructions
20. **MSDS Sheets:** Tandus Technical Documents
24. **Inside Delivery:** Quote per project.

24a. **California Proposition 65** - Based on recent changes to Prop 65, Tandus Centiva is positioning ethos® backing as the modular carpet construction of choice for sales within the State of California. Given that Tandus Centiva recycles for the entire floorcovering industry and accepts materials from outside sources, they cannot guarantee that materials listed on Prop 65 will not be present in the ER3® backing. Accordingly, after December 20, 2014 products with ER3® backing will no longer be available to GSA customers within California.

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Abrasive Action II	02578	GS	Ethos Tile	$ 38.94	Platinum	***
301/601	Abrasive Action II	02578	M	Powerbond Cushion	$ 34.63	Gold	Severe
301/601	Abrasive Action II	02578	GN	Powerbond Ethos Cushion	$ 37.99	Platinum	Severe
303/601	Accentuate	04255	EX	ER3 Tile	$ 24.99	Platinum	Severe
303/601	Accentuate	04255	EB	ER3 Tile RS	$ 26.11	Platinum	Severe
303/601	Accentuate	04255	GS	Ethos Tile	$ 25.21	Platinum	Heavy
303/601	Accentuate	04255	CF	Flexaire Tile	$ 26.33	Gold	Severe
303/601	Accentuate	04255	CR	Flexaire Tile RS	$ 27.45	Gold	Severe
301/601	Accentuate	04255	M	Powerbond Cushion	$ 24.09	Gold	Heavy
301/601	Accentuate	04255	MR	Powerbond Cushion RS	$ 25.21	Gold	Heavy
301/601	Accentuate	04255	GN	Powerbond Ethos Cushion	$ 25.83	Platinum	Severe
301/601	Accentuate	04255	GR	Powerbond Ethos Cushion RS	$ 26.95	Platinum	Severe
303/601	Aftermath II	03026	EX	ER3 Tile	$ 25.41	Platinum	Severe
303/601	Aftermath II	03026	EB	ER3 Tile RS	$ 26.15	Platinum	Severe
303/601	Aftermath II	03026	GS	Ethos Tile	$ 24.55	Platinum	Severe
303/601	Aftermath II	03026	CF	Flexaire Tile	$ 25.67	Gold	Severe
303/601	Aftermath II	03026	CR	Flexaire Tile RS	$ 26.79	Gold	Severe
301/601	Aftermath II	03026	M	Powerbond Cushion	$ 21.18	Gold	Severe
301/601	Aftermath II	03026	MR	Powerbond Cushion RS	$ 21.18	Gold	Severe
301/601	Aftermath II	03026	GN	Powerbond Ethos Cushion	$ 25.00	Platinum	Severe
301/601	Aftermath II	03026	GR	Powerbond Ethos Cushion RS	$ 26.12	Platinum	Severe
303/601	Alcove	04163	EX	ER3 Tile	$ 27.58	Platinum	Severe
303/601	Alcove	04163	EB	ER3 Tile RS	$ 28.70	Platinum	Severe
303/601	Alcove	04163	GS	Ethos Tile	$ 27.58	Platinum	Severe
303/601	Alcove	04163	CF	Flexaire Tile	$ 28.70	Gold	Severe
303/601	Alcove	04163	CR	Flexaire Tile RS	$ 29.82	Gold	Severe
301/601	Alcove	04163	M	Powerbond Cushion	$ 25.11	Gold	Severe
301/601	Alcove	04163	MR	Powerbond Cushion RS	$ 26.23	Gold	Severe
301/601	Alcove	04163	GN	Powerbond Ethos Cushion	$ 27.24	Platinum	Severe
301/601	Alcove	04163	GR	Powerbond Ethos Cushion RS	$ 28.36	Platinum	Severe
303/601	All Star	02931	EX	ER3 Tile	$ 23.53	Platinum	Severe
303/601	All Star	02931	EB	ER3 Tile RS	$ 24.27	Platinum	Severe
303/601	All Star	02931	GS	Ethos Tile	$ 23.15	Platinum	Heavy
303/601	All Star	02931	CF	Flexaire Tile	$ 24.27	Gold	Severe
303/601	All Star	02931	CR	Flexaire Tile RS	$ 25.39	Gold	Severe
301/601	All Star	02931	MR	Powerbond Cushion RS	$ 19.05	Gold	Heavy
301/601	All Star	02931	GN	Powerbond Ethos Cushion	$ 23.20	Platinum	Severe
301/601	All Star	02931	GR	Powerbond Ethos Cushion RS	$ 24.32	Platinum	Severe
303/601	Applause III	02803	EX	ER3 Tile	$ 22.14	Platinum	Severe
303/601	Applause III	02803	EB	ER3 Tile RS	$ 22.14	Platinum	Severe
303/601	Applause III	02803	GS	Ethos Tile	$ 23.50	Platinum	Heavy
303/601	Applause III	02803	CF	Flexaire Tile	$ 25.02	Gold	Severe
303/601	Applause III	02803	CR	Flexaire Tile RS	$ 26.14	Gold	Severe
301/601	Applause III	02803	MR	Powerbond Cushion RS	$ 24.13	Gold	Severe
301/601	Applause III	02803	GN	Powerbond Ethos Cushion	$ 22.09	Platinum	Severe
301/601	Applause III	02803	GR	Powerbond Ethos Cushion RS	$ 23.21	Platinum	Severe
301/601	Aragon	05164	M	Powerbond Cushion	$ 25.73	Gold	Heavy
301/601	Aragon	05164	MR	Powerbond Cushion RS	$ 26.86	Gold	Heavy
303/601	Arboretum	03899	EX	ER3 Tile	$ 31.29	Platinum	Severe
303/601	Arboretum	03899	EB	ER3 Tile RS	$ 32.41	Platinum	Severe
303/601	Arboretum	03899	GS	Ethos Tile	$ 31.29	Platinum	Severe
303/601	Arboretum	03899	CF	Flexaire Tile	$ 32.41	Gold	Severe
303/601	Arboretum	03899	CR	Flexaire Tile RS	$ 33.53	Gold	Severe
301/601	Arboretum	03899	M	Powerbond Cushion	$ 28.27	Gold	Severe
301/601	Arboretum	03899	MR	Powerbond Cushion RS	$ 29.39	Gold	Severe
301/601	Arboretum	03899	GN	Powerbond Ethos Cushion	$ 30.01	Platinum	Severe
301/601	Arboretum	03899	GR	Powerbond Ethos Cushion RS	$ 31.13	Platinum	Severe
303/601	Arete	04336	EX	ER3 Tile	$ 18.56	Platinum	Heavy
303/601	Arete	04336	EB	ER3 Tile RS	$ 19.68	Platinum	Heavy
303/601	Arete	04336	GS	Ethos Tile	$ 18.56	Platinum	Heavy
303/601	Arete	04336	CF	Flexaire Tile	$ 19.68	Gold	Heavy
303/601	Arete	04336	CR	Flexaire Tile RS	$ 21.04	Gold	Heavy
303/601	Artisan	03579	GS	Ethos Tile	$ 38.54	Platinum	Severe
303/601	Atmosphere	03666	EX	ER3 Tile	$ 28.08	Platinum	Severe
303/601	Atmosphere	03666	EB	ER3 Tile RS	$ 29.20	Platinum	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Atmosphere	03666	GS	Ethos Tile	$ 29.29	Platinum	Severe
303/601	Atmosphere	03666	CF	Flexaire Tile	$ 30.41	Gold	Severe
303/601	Atmosphere	03666	CR	Flexaire Tile RS	$ 31.53	Gold	Severe
301/601	Atmosphere	03666	M	Powerbond Cushion	$ 26.37	Gold	Severe
301/601	Atmosphere	03666	MR	Powerbond Cushion RS	$ 27.49	Gold	Severe
301/601	Atmosphere	03666	GN	Powerbond Ethos Cushion	$ 28.55	Platinum	Severe
301/601	Atmosphere	03666	GR	Powerbond Ethos Cushion RS	$ 29.67	Platinum	Severe
303/601	Atoll	03333	EX	ER3 Tile	$ 27.74	Platinum	Heavy
303/601	Atoll	03333	EB	ER3 Tile RS	$ 28.86	Platinum	Heavy
303/601	Atoll	03333	GS	Ethos Tile	$ 27.74	Platinum	Heavy
303/601	Atoll	03333	CF	Flexaire Tile	$ 28.86	Gold	Severe
303/601	Atoll	03333	CR	Flexaire Tile RS	$ 30.53	Gold	Severe
301/601	Atoll	03333	M	Powerbond Cushion	$ 24.97	Gold	Severe
301/601	Atoll	03333	MR	Powerbond Cushion RS	$ 26.09	Gold	Severe
301/601	Atoll	03333	GN	Powerbond Ethos Cushion	$ 27.13	Platinum	Severe
301/601	Atoll	03333	GR	Powerbond Ethos Cushion RS	$ 28.25	Platinum	Severe
303/601	Box Study	03295	EX	ER3 Tile	$ 33.49	Platinum	Heavy
303/601	Box Study	03295	EB	ER3 Tile RS	$ 34.61	Platinum	Heavy
303/601	Box Study	03295	GS	Ethos Tile	$ 27.88	Platinum	Severe
303/601	Box Study	03295	CF	Flexaire Tile	$ 29.00	Gold	Severe
303/601	Box Study	03295	CR	Flexaire Tile RS	$ 30.12	Gold	Severe
301/601	Box Study	03295	M	Powerbond Cushion	$ 29.59	Gold	Severe
301/601	Box Study	03295	MR	Powerbond Cushion RS	$ 30.71	Gold	Severe
301/601	Box Study	03295	GN	Powerbond Ethos Cushion	$ 26.90	Platinum	Severe
301/601	Box Study	03295	GR	Powerbond Ethos Cushion RS	$ 28.02	Platinum	Severe
303/601	Calli	04162	EX	ER3 Tile	$ 27.46	Platinum	Heavy
303/601	Calli	04162	EB	ER3 Tile RS	$ 28.58	Platinum	Heavy
303/601	Calli	04162	GS	Ethos Tile	$ 27.46	Platinum	Severe
303/601	Calli	04162	CF	Flexaire Tile	$ 28.58	Gold	Severe
303/601	Calli	04162	CR	Flexaire Tile RS	$ 28.02	Gold	Severe
301/601	Calli	04162	M	Powerbond Cushion	$ 25.01	Gold	Severe
301/601	Calli	04162	MR	Powerbond Cushion RS	$ 26.13	Gold	Severe
301/601	Calli	04162	GN	Powerbond Ethos Cushion	$ 26.75	Platinum	Severe
301/601	Calli	04162	GR	Powerbond Ethos Cushion RS	$ 27.87	Platinum	Severe
303/601	Canopy	04089	EX	ER3 Tile	$ 31.23	Platinum	Severe
303/601	Canopy	04089	EB	ER3 Tile RS	$ 32.35	Platinum	Severe
303/601	Canopy	04089	GS	Ethos Tile	$ 31.23	Platinum	Severe
303/601	Canopy	04089	CF	Flexaire Tile	$ 32.35	Gold	Severe
303/601	Canopy	04089	CR	Flexaire Tile RS	$ 33.47	Gold	Severe
301/601	Canopy	04089	M	Powerbond Cushion	$ 28.12	Gold	Severe
301/601	Canopy	04089	MR	Powerbond Cushion RS	$ 29.24	Gold	Severe
301/601	Canopy	04089	GN	Powerbond Ethos Cushion	$ 27.80	Platinum	Severe
301/601	Canopy	04089	GR	Powerbond Ethos Cushion RS	$ 28.92	Platinum	Severe
303/601	Cerise	03988	EX	ER3 Tile	$ 30.48	Platinum	Heavy
303/601	Cerise	03988	EB	ER3 Tile RS	$ 31.60	Platinum	Heavy
303/601	Cerise	03988	GS	Ethos Tile	$ 30.48	Platinum	Heavy
303/601	Cerise	03988	CF	Flexaire Tile	$ 31.60	Gold	Severe
303/601	Cerise	03988	CR	Flexaire Tile RS	$ 32.72	Gold	Severe
301/601	Cerise	03988	M	Powerbond Cushion	$ 27.48	Gold	Severe
301/601	Cerise	03988	MR	Powerbond Cushion RS	$ 28.60	Gold	Severe
301/601	Cerise	03988	GN	Powerbond Ethos Cushion	$ 29.21	Platinum	Heavy
301/601	Cerise	03988	GR	Powerbond Ethos Cushion RS	$ 30.33	Platinum	Heavy
303/601	Change II	03747	EX	ER3 Tile	$ 27.81	Platinum	Severe
303/601	Change II	03747	EB	ER3 Tile RS	$ 28.93	Platinum	Severe
303/601	Change II	03747	GS	Ethos Tile	$ 23.98	Platinum	Heavy
303/601	Change II	03747	CF	Flexaire Tile	$ 25.10	Gold	Severe
303/601	Change II	03747	CR	Flexaire Tile RS	$ 26.22	Gold	Severe
301/601	Change II	03747	M	Powerbond Cushion	$ 26.53	Gold	Severe
301/601	Change II	03747	MR	Powerbond Cushion RS	$ 27.65	Gold	Severe
301/601	Change II	03747	GN	Powerbond Ethos Cushion	$ 23.61	Platinum	Heavy
301/601	Change II	03747	GR	Powerbond Ethos Cushion RS	$ 24.73	Platinum	Heavy
303/601	Circlet	02888	EX	ER3 Tile	$ 26.47	Platinum	Severe
303/601	Circlet	02888	EB	ER3 Tile RS	$ 27.24	Platinum	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Circlet	02888	GS	Ethos Tile	$ 26.47	Platinum	***
303/601	Circlet	02888	CF	Flexaire Tile	$ 27.24	Gold	Severe
303/601	Circlet	02888	CR	Flexaire Tile RS	$ 28.71	Gold	Severe
301/601	Circlet	02888	M	Powerbond Cushion	$ 24.17	Gold	Severe
301/601	Circlet	02888	MR	Powerbond Cushion RS	$ 24.91	Gold	Severe
301/601	Circlet	02888	GN	Powerbond Ethos Cushion	$ 25.53	Platinum	Severe
301/601	Circlet	02888	GR	Powerbond Ethos Cushion RS	$ 26.65	Platinum	Severe
303/601	City Walk	03974	EX	ER3 Tile	$ 18.80	Platinum	Severe
303/601	City Walk	03974	EB	ER3 Tile RS	$ 19.92	Platinum	Severe
303/601	City Walk	03974	GS	Ethos Tile	$ 18.80	Platinum	Severe
303/601	City Walk	03974	CF	Flexaire Tile	$ 19.92	Gold	Severe
303/601	City Walk	03974	CR	Flexaire Tile RS	$ 21.04	Gold	Severe
303/601	Color Spectrum	03343	EX	ER3 Tile	$ 26.58	Platinum	Severe
303/601	Color Spectrum	03343	EB	ER3 Tile RS	$ 27.06	Platinum	Severe
303/601	Color Spectrum	03343	GS	Ethos Tile	$ 23.28	Platinum	Severe
303/601	Color Spectrum	03343	CF	Flexaire Tile	$ 25.00	Gold	Severe
303/601	Color Spectrum	03343	CR	Flexaire Tile RS	$ 26.12	Gold	Severe
301/601	Color Spectrum	03343	M	Powerbond Cushion	$ 20.63	Gold	Severe
301/601	Color Spectrum	03343	MR	Powerbond Cushion RS	$ 21.53	Gold	Severe
301/601	Color Spectrum	03343	GN	Powerbond Ethos Cushion	$ 22.60	Platinum	Severe
301/601	Color Spectrum	03343	GR	Powerbond Ethos Cushion RS	$ 23.72	Platinum	Severe
303/601	Colored Pencil	02443	EX	ER3 Tile	$ 23.88	Platinum	Severe
303/601	Colored Pencil	02443	EB	ER3 Tile RS	$ 25.00	Platinum	Severe
303/601	Colored Pencil	02443	GS	Ethos Tile	$ 25.15	Platinum	Severe
303/601	Colored Pencil	02443	CF	Flexaire Tile	$ 27.67	Gold	Severe
303/601	Colored Pencil	02443	CR	Flexaire Tile RS	$ 28.79	Gold	Severe
301/601	Colored Pencil	02443	GN	Powerbond Ethos Cushion	$ 24.36	Platinum	Severe
301/601	Colored Pencil	02443	GR	Powerbond Ethos Cushion RS	$ 25.48	Platinum	Severe
303/601	Consequence	03724	EX	ER3 Tile	$ 29.73	Platinum	Severe
303/601	Consequence	03724	EB	ER3 Tile RS	$ 30.85	Platinum	Severe
303/601	Consequence	03724	GS	Ethos Tile	$ 29.73	Platinum	Severe
303/601	Consequence	03724	CF	Flexaire Tile	$ 30.85	Gold	Heavy
303/601	Consequence	03724	CR	Flexaire Tile RS	$ 31.97	Gold	Heavy
301/601	Consequence	03724	M	Powerbond Cushion	$ 25.91	Gold	Severe
301/601	Consequence	03724	MR	Powerbond Cushion RS	$ 27.03	Gold	Severe
301/601	Consequence	03724	GN	Powerbond Ethos Cushion	$ 27.64	Platinum	Severe
301/601	Consequence	03724	GR	Powerbond Ethos Cushion RS	$ 28.76	Platinum	Severe
303/601	Crayon	01957	EX	ER3 Tile	$ 21.37	Platinum	Heavy
303/601	Crayon	01957	EB	ER3 Tile RS	$ 22.49	Platinum	Heavy
303/601	Crayon	01957	GS	Ethos Tile	$ 21.37	Platinum	Severe
303/601	Crayon	01957	CF	Flexaire Tile	$ 22.49	Gold	Heavy
303/601	Crayon	01957	CR	Flexaire Tile RS	$ 23.61	Gold	Heavy
301/601	Crayon	01957	M	Powerbond Cushion	$ 20.28	Gold	Heavy
301/601	Crayon	01957	MR	Powerbond Cushion RS	$ 21.40	Gold	Heavy
301/601	Crayon	01957	GN	Powerbond Ethos Cushion	$ 22.02	Platinum	Severe
301/601	Crayon	01957	GR	Powerbond Ethos Cushion RS	$ 23.14	Platinum	Severe
303/601	Cypher	04074	EX	ER3 Tile	$ 26.81	Platinum	Severe
303/601	Cypher	04074	EB	ER3 Tile RS	$ 27.93	Platinum	Severe
303/601	Cypher	04074	GS	Ethos Tile	$ 26.81	Platinum	Severe
303/601	Cypher	04074	CF	Flexaire Tile	$ 27.93	Gold	Severe
303/601	Cypher	04074	CR	Flexaire Tile RS	$ 29.05	Gold	Severe
301/601	Cypher	04074	M	Powerbond Cushion	$ 24.56	Gold	Severe
301/601	Cypher	04074	MR	Powerbond Cushion RS	$ 25.68	Gold	Severe
301/601	Cypher	04074	GN	Powerbond Ethos Cushion	$ 26.30	Platinum	Severe
301/601	Cypher	04074	GR	Powerbond Ethos Cushion RS	$ 27.42	Platinum	Severe
303/601	District	03500	EX	ER3 Tile	$ 30.81	Platinum	Severe
303/601	District	03500	EB	ER3 Tile RS	$ 31.93	Platinum	Severe
303/601	District	03500	GS	Ethos Tile	$ 28.96	Platinum	Severe
303/601	District	03500	CF	Flexaire Tile	$ 30.08	Gold	Severe
303/601	District	03500	CR	Flexaire Tile RS	$ 31.20	Gold	Severe
301/601	District	03500	M	Powerbond Cushion	$ 28.91	Gold	Severe
301/601	District	03500	MR	Powerbond Cushion RS	$ 30.03	Gold	Severe
301/601	District	03500	GN	Powerbond Ethos Cushion	$ 28.52	Platinum	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
301/601	District	03500	GR	Powerbond Ethos Cushion RS	$ 29.64	Platinum	Severe
303/601	Divide	03863	EX	ER3 Tile	$ 28.27	Platinum	Heavy
303/601	Divide	03863	EB	ER3 Tile RS	$ 29.39	Platinum	Heavy
303/601	Divide	03863	GS	Ethos Tile	$ 28.27	Platinum	Heavy
303/601	Divide	03863	CF	Flexaire Tile	$ 29.39	Gold	Heavy
303/601	Divide	03863	CR	Flexaire Tile RS	$ 30.51	Gold	Heavy
301/601	Divide	03863	M	Powerbond Cushion	$ 24.64	Gold	Severe
301/601	Divide	03863	MR	Powerbond Cushion RS	$ 25.76	Gold	Severe
301/601	Divide	03863	GN	Powerbond Ethos Cushion	$ 26.38	Platinum	Heavy
301/601	Divide	03863	GR	Powerbond Ethos Cushion RS	$ 27.50	Platinum	Heavy
303/601	DV8	04075	EX	ER3 Tile	$ 25.73	Platinum	Severe
303/601	DV8	04075	EB	ER3 Tile RS	$ 26.85	Platinum	Severe
303/601	DV8	04075	GS	Ethos Tile	$ 25.31	Platinum	Severe
303/601	DV8	04075	CF	Flexaire Tile	$ 26.85	Gold	Severe
303/601	DV8	04075	CR	Flexaire Tile RS	$ 27.97	Gold	Severe
301/601	DV8	04075	M	Powerbond Cushion	$ 23.57	Gold	Severe
301/601	DV8	04075	MR	Powerbond Cushion RS	$ 24.69	Gold	Severe
301/601	DV8	04075	GN	Powerbond Ethos Cushion	$ 24.94	Platinum	Severe
301/601	DV8	04075	GR	Powerbond Ethos Cushion RS	$ 26.06	Platinum	Severe
303/601	Effervescent	03479	EX	ER3 Tile	$ 32.86	Platinum	Severe
303/601	Effervescent	03479	EB	ER3 Tile RS	$ 33.98	Platinum	Severe
303/601	Effervescent	03479	GS	Ethos Tile	$ 27.67	Platinum	Severe
303/601	Effervescent	03479	CF	Flexaire Tile	$ 29.30	Gold	Severe
303/601	Effervescent	03479	CR	Flexaire Tile RS	$ 30.42	Gold	Severe
301/601	Effervescent	03479	M	Powerbond Cushion	$ 31.07	Gold	Severe
301/601	Effervescent	03479	MR	Powerbond Cushion RS	$ 32.19	Gold	Severe
301/601	Effervescent	03479	GN	Powerbond Ethos Cushion	$ 27.42	Platinum	Severe
301/601	Effervescent	03479	GR	Powerbond Ethos Cushion RS	$ 28.54	Platinum	Severe
303/601	Embossed Flannel	03146	EX	ER3 Tile	$ 29.86	Platinum	Severe
303/601	Embossed Flannel	03146	EB	ER3 Tile RS	$ 30.98	Platinum	Severe
303/601	Embossed Flannel	03146	GS	Ethos Tile	$ 29.86	Platinum	Severe
303/601	Embossed Flannel	03146	CF	Flexaire Tile	$ 30.98	Gold	Severe
303/601	Embossed Flannel	03146	CR	Flexaire Tile RS	$ 32.10	Gold	Severe
303/601	Emphasize	04252	EX	ER3 Tile	$ 25.21	Platinum	Heavy
303/601	Emphasize	04252	EB	ER3 Tile RS	$ 26.33	Platinum	Heavy
303/601	Emphasize	04252	GS	Ethos Tile	$ 25.21	Platinum	Heavy
303/601	Emphasize	04252	CF	Flexaire Tile	$ 26.33	Gold	Heavy
303/601	Emphasize	04252	CR	Flexaire Tile RS	$ 27.45	Gold	Heavy
303/601	Endhara II	02591	EX	ER3 Tile	$ 34.04	Platinum	Severe
303/601	Endhara II	02591	EB	ER3 Tile RS	$ 35.16	Platinum	Severe
303/601	Endhara II	02591	GS	Ethos Tile	$ 31.57	Platinum	Severe
303/601	Endhara II	02591	CF	Flexaire Tile	$ 32.69	Gold	Severe
303/601	Endhara II	02591	CR	Flexaire Tile RS	$ 33.81	Gold	Severe
303/601	Ensemble	03672	EX	ER3 Tile	$ 31.84	Platinum	Severe
303/601	Ensemble	03672	EB	ER3 Tile RS	$ 32.96	Platinum	Severe
303/601	Ensemble	03672	GS	Ethos Tile	$ 31.84	Platinum	Heavy
303/601	Ensemble	03672	CF	Flexaire Tile	$ 32.96	Gold	Heavy
303/601	Ensemble	03672	CR	Flexaire Tile RS	$ 34.08	Gold	Heavy
301/601	Ensemble	03672	M	Powerbond Cushion	$ 28.23	Gold	Severe
301/601	Ensemble	03672	MR	Powerbond Cushion RS	$ 29.35	Gold	Severe
301/601	Ensemble	03672	GN	Powerbond Ethos Cushion	$ 29.96	Platinum	Heavy
301/601	Ensemble	03672	GR	Powerbond Ethos Cushion RS	$ 31.08	Platinum	Heavy
303/601	Esparto	04119	EX	ER3 Tile	$ 26.11	Platinum	Severe
303/601	Esparto	04119	EB	ER3 Tile RS	$ 27.23	Platinum	Severe
303/601	Esparto	04119	GS	Ethos Tile	$ 26.11	Platinum	Severe
303/601	Esparto	04119	CF	Flexaire Tile	$ 27.23	Gold	Severe
303/601	Esparto	04119	CR	Flexaire Tile RS	$ 28.35	Gold	Severe
301/601	Esparto	04119	M	Powerbond Cushion	$ 23.84	Gold	Severe
301/601	Esparto	04119	MR	Powerbond Cushion RS	$ 24.96	Gold	Severe
301/601	Esparto	04119	GN	Powerbond Ethos Cushion	$ 25.57	Platinum	Severe
301/601	Esparto	04119	GR	Powerbond Ethos Cushion RS	$ 26.69	Platinum	Severe
303/601	Expedition	05187	EX	ER3 Tile	$ 27.20	Platinum	Severe
303/601	Expedition	05187	EB	ER3 Tile RS	$ 28.32	Platinum	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Expedition	05187	GS	Ethos Tile	$ 27.20	Platinum	Heavy
303/601	Expedition	05187	CF	Flexaire Tile	$ 28.32	Gold	Heavy
303/601	Expedition	05187	CR	Flexaire Tile RS	$ 29.44	Gold	Heavy
301/601	Expedition	05187	M	Powerbond Cushion	$ 25.34	Gold	Severe
301/601	Expedition	05187	MR	Powerbond Cushion RS	$ 26.46	Gold	Severe
301/601	Expedition	05187	GN	Powerbond Ethos Cushion	$ 27.07	Platinum	Heavy
301/601	Expedition	05187	GR	Powerbond Ethos Cushion RS	$ 28.19	Platinum	Heavy
303/601	Explorer	05175	EX	ER3 Tile	$ 25.41	Platinum	Severe
303/601	Explorer	05175	EB	ER3 Tile RS	$ 26.53	Platinum	Severe
303/601	Explorer	05175	GS	Ethos Tile	$ 22.42	Platinum	Heavy
303/601	Explorer	05175	CF	Flexaire Tile	$ 23.66	Gold	***
303/601	Explorer	05175	CR	Flexaire Tile RS	$ 24.78	Gold	***
301/601	Explorer	05175	M	Powerbond Cushion	$ 19.90	Gold	Severe
301/601	Explorer	05175	MR	Powerbond Cushion RS	$ 21.02	Gold	Severe
301/601	Explorer	05175	GN	Powerbond Ethos Cushion	$ 20.86	Platinum	Severe
301/601	Explorer	05175	GR	Powerbond Ethos Cushion RS	$ 21.98	Platinum	Severe
303/601	Factory Floor II	03746	EX	ER3 Tile	$ 22.89	Platinum	Heavy
303/601	Factory Floor II	03746	EB	ER3 Tile RS	$ 24.01	Platinum	Heavy
303/601	Factory Floor II	03746	GS	Ethos Tile	$ 22.19	Platinum	Heavy
303/601	Factory Floor II	03746	CF	Flexaire Tile	$ 23.31	Gold	Severe
303/601	Factory Floor II	03746	CR	Flexaire Tile RS	$ 24.43	Gold	Severe
303/601	Field Day	03377	EX	ER3 Tile	$ 21.43	Platinum	Heavy
303/601	Field Day	03377	EB	ER3 Tile RS	$ 22.55	Platinum	Heavy
303/601	Field Day	03377	GS	Ethos Tile	$ 21.43	Platinum	Heavy
303/601	Field Day	03377	CF	Flexaire Tile	$ 22.55	Gold	Severe
303/601	Field Day	03377	CR	Flexaire Tile RS	$ 23.67	Gold	Severe
301/601	Field Day	03377	M	Powerbond Cushion	$ 19.70	Gold	Severe
301/601	Field Day	03377	MR	Powerbond Cushion RS	$ 20.82	Gold	Severe
301/601	Field Day	03377	GN	Powerbond Ethos Cushion	$ 21.44	Platinum	Heavy
301/601	Field Day	03377	GR	Powerbond Ethos Cushion RS	$ 22.56	Platinum	Heavy
303/601	Forward Motion	03853	EX	ER3 Tile	$ 20.74	Platinum	Heavy
303/601	Forward Motion	03853	EB	ER3 Tile RS	$ 21.86	Platinum	Heavy
303/601	Forward Motion	03853	GS	Ethos Tile	$ 20.74	Platinum	Severe
303/601	Forward Motion	03853	CF	Flexaire Tile	$ 21.86	Gold	Severe
303/601	Forward Motion	03853	CR	Flexaire Tile RS	$ 22.98	Gold	Severe
301/601	Forward Motion	03853	M	Powerbond Cushion	$ 19.09	Gold	Severe
301/601	Forward Motion	03853	MR	Powerbond Cushion RS	$ 20.21	Gold	Severe
301/601	Forward Motion	03853	GN	Powerbond Ethos Cushion	$ 20.82	Platinum	Heavy
301/601	Forward Motion	03853	GR	Powerbond Ethos Cushion RS	$ 21.94	Platinum	Heavy
303/601	Garrison	04389	EX	ER3 Tile	$ 23.92	Platinum	Heavy
303/601	Garrison	04389	EB	ER3 Tile RS	$ 25.04	Platinum	Heavy
303/601	Garrison	04389	GS	Ethos Tile	$ 23.92	Platinum	Heavy
303/601	Garrison	04389	CF	Flexaire Tile	$ 25.04	Gold	Heavy
303/601	Garrison	04389	CR	Flexaire Tile RS	$ 26.16	Gold	Heavy
301/601	Garrison	04389	M	Powerbond Cushion	$ 21.42	Gold	Severe
301/601	Garrison	04389	MR	Powerbond Cushion RS	$ 22.54	Gold	Severe
301/601	Garrison	04389	GN	Powerbond Ethos Cushion	$ 23.15	Platinum	Heavy
301/601	Garrison	04389	GR	Powerbond Ethos Cushion RS	$ 24.27	Platinum	Heavy
303/601	Glacial Striae	04370	EX	ER3 Tile	$ 18.30	Platinum	Heavy
303/601	Glacial Striae	04370	EB	ER3 Tile RS	$ 19.42	Platinum	Heavy
303/601	Glacial Striae	04370	GS	Ethos Tile	$ 18.30	Platinum	Heavy
303/601	Glacial Striae	04370	CF	Flexaire Tile	$ 19.42	Gold	Severe
303/601	Glacial Striae	04370	CR	Flexaire Tile RS	$ 20.54	Gold	Severe
303/601	Grama Forte	03848	EX	ER3 Tile	$ 28.28	Platinum	Severe
303/601	Grama Forte	03848	EB	ER3 Tile RS	$ 29.40	Platinum	Severe
303/601	Grama Forte	03848	GS	Ethos Tile	$ 28.28	Platinum	Severe
303/601	Grama Forte	03848	CF	Flexaire Tile	$ 29.40	Gold	Severe
303/601	Grama Forte	03848	CR	Flexaire Tile RS	$ 30.52	Gold	Severe
303/601	Grid Overlay II	02969	EX	ER3 Tile	$ 24.20	Platinum	Severe
303/601	Grid Overlay II	02969	EB	ER3 Tile RS	$ 25.32	Platinum	Heavy
303/601	Grid Overlay II	02969	GS	Ethos Tile	$ 24.20	Platinum	Heavy
303/601	Grid Overlay II	02969	CF	Flexaire Tile	$ 25.32	Gold	Severe
303/601	Grid Overlay II	02969	CR	Flexaire Tile RS	$ 26.44	Gold	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
301/601	Grid Overlay II	02969	M	Powerbond Cushion	$ 21.42	Gold	Severe
301/601	Grid Overlay II	02969	MR	Powerbond Cushion RS	$ 22.54	Gold	Severe
301/601	Grid Overlay II	02969	GN	Powerbond Ethos Cushion	$ 23.15	Platinum	Severe
301/601	Grid Overlay II	02969	GR	Powerbond Ethos Cushion RS	$ 24.27	Platinum	Severe
303/601	Haiku II	02127	EX	ER3 Tile	$ 26.20	Platinum	Severe
303/601	Haiku II	02127	EB	ER3 Tile RS	$ 27.32	Platinum	Severe
303/601	Haiku II	02127	GS	Ethos Tile	$ 26.20	Platinum	Heavy
303/601	Haiku II	02127	CF	Flexaire Tile	$ 27.32	Gold	Heavy
303/601	Haiku II	02127	CR	Flexaire Tile RS	$ 28.44	Gold	Heavy
303/601	Halftone	04313	EX	ER3 Tile	$ 27.24	Platinum	Severe
303/601	Halftone	04313	EB	ER3 Tile RS	$ 28.36	Platinum	Severe
303/601	Halftone	04313	GS	Ethos Tile	$ 27.24	Platinum	Severe
303/601	Halftone	04313	CF	Flexaire Tile	$ 28.36	Gold	Severe
303/601	Halftone	04313	CR	Flexaire Tile RS	$ 29.48	Gold	Severe
301/601	Halftone	04313	M	Powerbond Cushion	$ 24.61	Gold	Severe
301/601	Halftone	04313	MR	Powerbond Cushion RS	$ 25.73	Gold	Severe
301/601	Halftone	04313	GN	Powerbond Ethos Cushion	$ 26.34	Platinum	Severe
301/601	Halftone	04313	GR	Powerbond Ethos Cushion RS	$ 27.46	Platinum	Severe
303/601	Haphazard II	03366	EX	ER3 Tile	$ 26.22	Platinum	Severe
303/601	Haphazard II	03366	EB	ER3 Tile RS	$ 27.34	Platinum	Severe
303/601	Haphazard II	03366	GS	Ethos Tile	$ 23.20	Platinum	***
303/601	Haphazard II	03366	CF	Flexaire Tile	$ 25.32	Gold	Severe
303/601	Haphazard II	03366	CR	Flexaire Tile RS	$ 26.44	Gold	Severe
301/601	Haphazard II	03366	M	Powerbond Cushion	$ 22.08	Gold	Severe
301/601	Haphazard II	03366	MR	Powerbond Cushion RS	$ 23.20	Gold	Severe
301/601	Haphazard II	03366	GN	Powerbond Ethos Cushion	$ 23.81	Platinum	Severe
301/601	Haphazard II	03366	GR	Powerbond Ethos Cushion RS	$ 24.93	Platinum	Severe
303/601	Haywire	04364	EX	ER3 Tile	$ 27.79	Platinum	Severe
303/601	Haywire	04364	EB	ER3 Tile RS	$ 28.91	Platinum	Severe
303/601	Haywire	04364	GS	Ethos Tile	$ 26.67	Platinum	Severe
303/601	Haywire	04364	CF	Flexaire Tile	$ 28.91	Gold	Severe
303/601	Haywire	04364	CR	Flexaire Tile RS	$ 30.03	Gold	Severe
303/601	Helena	03867	EX	ER3 Tile	$ 29.05	Platinum	Severe
303/601	Helena	03867	EB	ER3 Tile RS	$ 30.17	Platinum	Severe
303/601	Helena	03867	GS	Ethos Tile	$ 29.05	Platinum	Severe
303/601	Helena	03867	CF	Flexaire Tile	$ 30.17	Gold	Severe
303/601	Helena	03867	CR	Flexaire Tile RS	$ 31.29	Gold	Severe
301/601	Helena	03867	M	Powerbond Cushion	$ 25.75	Gold	Severe
301/601	Helena	03867	MR	Powerbond Cushion RS	$ 26.87	Gold	Severe
301/601	Helena	03867	GN	Powerbond Ethos Cushion	$ 27.49	Platinum	Severe
301/601	Helena	03867	GR	Powerbond Ethos Cushion RS	$ 28.61	Platinum	Severe
303/601	Infinity	05849	EX	ER3 Tile	$ 24.94	Platinum	Severe
303/601	Infinity	05849	EB	ER3 Tile RS	$ 26.06	Platinum	Severe
303/601	Infinity	05849	GS	Ethos Tile	$ 24.94	Platinum	Heavy
303/601	Infinity	05849	CF	Flexaire Tile	$ 26.06	Gold	Severe
303/601	Infinity	05849	CR	Flexaire Tile RS	$ 27.18	Gold	Severe
301/601	Infinity	05849	M	Powerbond Cushion	$ 21.86	Gold	Severe
301/601	Infinity	05849	MR	Powerbond Cushion RS	$ 21.86	Gold	Severe
301/601	Infinity	05849	GN	Powerbond Ethos Cushion	$ 24.72	Platinum	Severe
301/601	Infinity	05849	GR	Powerbond Ethos Cushion RS	$ 24.72	Platinum	Severe
303/601	Inline	04122	EX	ER3 Tile	$ 18.56	Platinum	Severe
303/601	Inline	04122	EB	ER3 Tile RS	$ 19.68	Platinum	Severe
303/601	Inline	04122	GS	Ethos Tile	$ 18.56	Platinum	Severe
303/601	Inline	04122	CF	Flexaire Tile	$ 19.68	Gold	Severe
303/601	Inline	04122	CR	Flexaire Tile RS	$ 20.80	Gold	Severe
303/601	Interchange	04051	EX	ER3 Tile	$ 18.04	Platinum	Severe
303/601	Interchange	04051	EB	ER3 Tile RS	$ 19.16	Platinum	Severe
303/601	Interchange	04051	GS	Ethos Tile	$ 18.04	Platinum	Heavy
303/601	Interchange	04051	CF	Flexaire Tile	$ 19.16	Gold	Severe
303/601	Interchange	04051	CR	Flexaire Tile RS	$ 20.28	Gold	Severe
303/601	Intersection	01880	EX	ER3 Tile	$ 28.46	Platinum	Severe
303/601	Intersection	01880	EB	ER3 Tile RS	$ 29.58	Platinum	Severe
303/601	Intersection	01880	GS	Ethos Tile	$ 25.86	Platinum	***

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Intersection	01880	CF	Flexaire Tile	$ 26.98	Gold	Severe
303/601	Intersection	01880	CR	Flexaire Tile RS	$ 28.10	Gold	Severe
301/601	Intersection	01880	M	Powerbond Cushion	$ 25.02	Gold	Severe
301/601	Intersection	01880	MR	Powerbond Cushion RS	$ 26.14	Gold	Severe
301/601	Intersection	01880	GN	Powerbond Ethos Cushion	$ 26.76	Platinum	Heavy
303/601	Jackson	04334	EX	ER3 Tile	$ 25.39	Platinum	Heavy
303/601	Jackson	04334	EB	ER3 Tile RS	$ 26.51	Platinum	Heavy
303/601	Jackson	04334	GS	Ethos Tile	$ 25.39	Platinum	Severe
303/601	Jackson	04334	CF	Flexaire Tile	$ 26.51	Gold	Heavy
303/601	Jackson	04334	CR	Flexaire Tile RS	$ 27.63	Gold	Heavy
301/601	Jackson	04334	M	Powerbond Cushion	$ 22.84	Gold	Severe
301/601	Jackson	04334	MR	Powerbond Cushion RS	$ 23.96	Gold	Severe
301/601	Jackson	04334	GN	Powerbond Ethos Cushion	$ 24.57	Platinum	Heavy
301/601	Jackson	04334	GR	Powerbond Ethos Cushion RS	$ 25.69	Platinum	Heavy
303/601	Jasper	04078	EX	ER3 Tile	$ 27.67	Platinum	Severe
303/601	Jasper	04078	EB	ER3 Tile RS	$ 28.79	Platinum	Severe
303/601	Jasper	04078	GS	Ethos Tile	$ 27.67	Platinum	Severe
303/601	Jasper	04078	CF	Flexaire Tile	$ 28.79	Gold	Severe
303/601	Jasper	04078	CR	Flexaire Tile RS	$ 29.91	Gold	Severe
301/601	Jasper	04078	M	Powerbond Cushion	$ 25.16	Gold	Severe
301/601	Jasper	04078	MR	Powerbond Cushion RS	$ 26.28	Gold	Severe
301/601	Jasper	04078	GN	Powerbond Ethos Cushion	$ 26.89	Platinum	Severe
301/601	Jasper	04078	GR	Powerbond Ethos Cushion RS	$ 28.01	Platinum	Severe
303/601	Landform Colours	04072	EX	ER3 Tile	$ 25.72	Platinum	Heavy
303/601	Landform Colours	04072	EB	ER3 Tile RS	$ 26.84	Platinum	Heavy
303/601	Landform Colours	04072	GS	Ethos Tile	$ 25.72	Platinum	Severe
303/601	Landform Colours	04072	CF	Flexaire Tile	$ 26.84	Gold	Severe
303/601	Landform Colours	04072	CR	Flexaire Tile RS	$ 27.96	Gold	Severe
303/601	Landscape Colours	03223	EX	ER3 Tile	$ 37.72	Platinum	Heavy
303/601	Landscape Colours	03223	EB	ER3 Tile RS	$ 38.84	Platinum	Heavy
303/601	Landscape Colours	03223	CF	Flexaire Tile	$ 38.84	Gold	Severe
303/601	Landscape Colours	03223	CR	Flexaire Tile RS	$ 39.96	Gold	Severe
301/601	Landscape Colours	03223	M	Powerbond Cushion	$ 35.20	Gold	Severe
301/601	Landscape Colours	03223	MR	Powerbond Cushion RS	$ 36.32	Gold	Severe
301/601	Landscape Colours	03223	GN	Powerbond Ethos Cushion	$ 36.94	Platinum	Severe
301/601	Landscape Colours	03223	GR	Powerbond Ethos Cushion RS	$ 38.06	Platinum	Severe
303/601	Liana	04164	EX	ER3 Tile	$ 28.00	Platinum	Severe
303/601	Liana	04164	EB	ER3 Tile RS	$ 29.12	Platinum	Severe
303/601	Liana	04164	GS	Ethos Tile	$ 28.00	Platinum	Severe
303/601	Liana	04164	CF	Flexaire Tile	$ 29.12	Gold	Severe
303/601	Liana	04164	CR	Flexaire Tile RS	$ 30.24	Gold	Severe
301/601	Liana	04164	M	Powerbond Cushion	$ 25.56	Gold	Severe
301/601	Liana	04164	MR	Powerbond Cushion RS	$ 26.68	Gold	Severe
301/601	Liana	04164	GN	Powerbond Ethos Cushion	$ 27.30	Platinum	Severe
301/601	Liana	04164	GR	Powerbond Ethos Cushion RS	$ 28.42	Platinum	Severe
303/601	Llano Firma II	02667	EX	ER3 Tile	$ 60.26	Platinum	Heavy
303/601	Llano Firma II	02667	EB	ER3 Tile RS	$ 61.38	Platinum	Heavy
303/601	Llano Firma II	02667	GS	Ethos Tile	$ 58.02	Platinum	Severe
303/601	Llano Firma II	02667	CF	Flexaire Tile	$ 59.14	Gold	Heavy
303/601	Llano Firma II	02667	CR	Flexaire Tile RS	$ 60.26	Gold	Heavy
303/601	Locale II	03757	EX	ER3 Tile	$ 29.86	Platinum	Severe
303/601	Locale II	03757	EB	ER3 Tile RS	$ 30.98	Platinum	Severe
303/601	Locale II	03757	GS	Ethos Tile	$ 28.74	Platinum	Severe
303/601	Locale II	03757	CF	Flexaire Tile	$ 30.98	Gold	Severe
303/601	Locale II	03757	CR	Flexaire Tile RS	$ 32.10	Gold	Severe
301/601	Locale II	03757	M	Powerbond Cushion	$ 27.11	Gold	Severe
301/601	Locale II	03757	MR	Powerbond Cushion RS	$ 28.23	Gold	Severe
301/601	Locale II	03757	GN	Powerbond Ethos Cushion	$ 28.84	Platinum	Severe
301/601	Locale II	03757	GR	Powerbond Ethos Cushion RS	$ 28.84	Platinum	Severe
303/601	Longitude	04318	EX	ER3 Tile	$ 22.19	Platinum	Heavy
303/601	Longitude	04318	EB	ER3 Tile RS	$ 23.31	Platinum	Heavy
303/601	Longitude	04318	GS	Ethos Tile	$ 22.19	Platinum	Heavy
303/601	Longitude	04318	CF	Flexaire Tile	$ 23.31	Gold	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Longitude	04318	CR	Flexaire Tile RS	$ 24.43	Gold	Severe
301/601	Longitude	04318	M	Powerbond Cushion	$ 21.07	Gold	Heavy
301/601	Longitude	04318	MR	Powerbond Cushion RS	$ 22.19	Gold	Heavy
301/601	Longitude	04318	GN	Powerbond Ethos Cushion	$ 22.80	Platinum	Heavy
301/601	Longitude	04318	GR	Powerbond Ethos Cushion RS	$ 23.92	Platinum	Heavy
303/601	Lumen	04087	GS	Ethos Tile	$ 32.65	Platinum	Heavy
303/601	Manufactured Landscapes	03136	EX	ER3 Tile	$ 37.11	Platinum	Severe
303/601	Manufactured Landscapes	03136	EB	ER3 Tile RS	$ 38.23	Platinum	Severe
303/601	Manufactured Landscapes	03136	CF	Flexaire Tile	$ 38.23	Gold	Severe
303/601	Manufactured Landscapes	03136	CR	Flexaire Tile RS	$ 39.35	Gold	Severe
301/601	Manufactured Landscapes	03136	M	Powerbond Cushion	$ 34.68	Gold	Severe
301/601	Manufactured Landscapes	03136	MR	Powerbond Cushion RS	$ 35.80	Gold	Severe
301/601	Manufactured Landscapes	03136	GN	Powerbond Ethos Cushion	$ 36.41	Platinum	Severe
301/601	Manufactured Landscapes	03136	GR	Powerbond Ethos Cushion RS	$ 37.53	Platinum	Severe
303/601	Merge	03550	EX	ER3 Tile	$ 18.82	Platinum	Severe
303/601	Merge	03550	EB	ER3 Tile RS	$ 20.49	Platinum	Severe
303/601	Merge	03550	GS	Ethos Tile	$ 18.82	Platinum	Heavy
303/601	Merge	03550	CF	Flexaire Tile	$ 20.49	Gold	Severe
303/601	Merge	03550	CR	Flexaire Tile RS	$ 21.61	Gold	Severe
303/601	Meristem	03310	EX	ER3 Tile	$ 26.65	Platinum	Heavy
303/601	Meristem	03310	EB	ER3 Tile RS	$ 27.77	Platinum	Heavy
303/601	Meristem	03310	GS	Ethos Tile	$ 27.77	Platinum	Severe
303/601	Meristem	03310	CF	Flexaire Tile	$ 27.77	Gold	Severe
303/601	Meristem	03310	CR	Flexaire Tile RS	$ 28.89	Gold	Severe
301/601	Meristem	03310	M	Powerbond Cushion	$ 24.43	Gold	Heavy
301/601	Meristem	03310	MR	Powerbond Cushion RS	$ 25.55	Gold	Heavy
301/601	Meristem	03310	GN	Powerbond Ethos Cushion	$ 27.28	Platinum	Heavy
301/601	Meristem	03310	GR	Powerbond Ethos Cushion RS	$ 28.40	Platinum	Heavy
303/601	Monologue	03671	EX	ER3 Tile	$ 28.46	Platinum	Heavy
303/601	Monologue	03671	EB	ER3 Tile RS	$ 29.58	Platinum	Heavy
303/601	Monologue	03671	GS	Ethos Tile	$ 28.46	Platinum	Heavy
303/601	Monologue	03671	CF	Flexaire Tile	$ 29.58	Gold	Heavy
303/601	Monologue	03671	CR	Flexaire Tile RS	$ 30.70	Gold	Heavy
301/601	Monologue	03671	M	Powerbond Cushion	$ 25.06	Gold	Severe
301/601	Monologue	03671	MR	Powerbond Cushion RS	$ 26.18	Gold	Severe
301/601	Monologue	03671	GN	Powerbond Ethos Cushion	$ 26.79	Platinum	Heavy
301/601	Monologue	03671	GR	Powerbond Ethos Cushion RS	$ 27.91	Platinum	Heavy
303/601	Monumento	03588	EX	ER3 Tile	$ 28.74	Platinum	Heavy
303/601	Monumento	03588	EB	ER3 Tile RS	$ 29.86	Platinum	Heavy
303/601	Monumento	03588	GS	Ethos Tile	$ 28.36	Platinum	Heavy
303/601	Monumento	03588	CF	Flexaire Tile	$ 29.86	Gold	Severe
303/601	Monumento	03588	CR	Flexaire Tile RS	$ 30.98	Gold	Severe
301/601	Monumento	03588	M	Powerbond Cushion	$ 25.54	Gold	Severe
301/601	Monumento	03588	MR	Powerbond Cushion RS	$ 26.66	Gold	Severe
301/601	Monumento	03588	GN	Powerbond Ethos Cushion	$ 26.15	Platinum	Heavy
301/601	Monumento	03588	GR	Powerbond Ethos Cushion RS	$ 26.68	Platinum	Heavy
303/601	Nonconform II	03748	EX	ER3 Tile	$ 25.73	Platinum	Severe
303/601	Nonconform II	03748	EB	ER3 Tile RS	$ 26.85	Platinum	Severe
303/601	Nonconform II	03748	GS	Ethos Tile	$ 25.31	Platinum	Heavy
301/601	Nonconform II	03748	M	Powerbond Cushion	$ 23.57	Gold	Heavy
301/601	Nonconform II	03748	MR	Powerbond Cushion RS	$ 24.69	Gold	Heavy
301/601	Nonconform II	03748	GN	Powerbond Ethos Cushion	$ 25.30	Platinum	Heavy
301/601	Nonconform II	03748	GR	Powerbond Ethos Cushion RS	$ 26.42	Platinum	Heavy
303/601	Nonconform II	03748	CF	Flexaire Tile	$ 26.85	Gold	Severe
303/601	Nonconform II	03748	CR	Flexaire Tile RS	$ 27.97	Gold	Severe
303/601	Overlay Accent	02977	EX	ER3 Tile	$ 24.14	Platinum	Heavy
303/601	Overlay Accent	02977	EB	ER3 Tile RS	$ 25.26	Platinum	Heavy
303/601	Overlay Accent	02977	GS	Ethos Tile	$ 23.79	Platinum	Heavy
303/601	Overlay Accent	02977	CF	Flexaire Tile	$ 25.26	Gold	Severe
303/601	Overlay Accent	02977	CR	Flexaire Tile RS	$ 26.38	Gold	Severe
303/601	Paradigm	04316	EX	ER3 Tile	$ 23.20	Platinum	Heavy
303/601	Paradigm	04316	EB	ER3 Tile RS	$ 24.32	Platinum	Heavy
303/601	Paradigm	04316	GS	Ethos Tile	$ 23.20	Platinum	Heavy

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Paradigm	04316	CF	Flexaire Tile	$ 25.44	Gold	Severe
303/601	Paradigm	04316	CR	Flexaire Tile RS	$ 26.56	Gold	Severe
301/601	Paradigm	04316	M	Powerbond Cushion	$ 22.08	Gold	Heavy
301/601	Paradigm	04316	MR	Powerbond Cushion RS	$ 23.20	Gold	Heavy
301/601	Paradigm	04316	GN	Powerbond Ethos Cushion	$ 23.31	Platinum	Severe
301/601	Paradigm	04316	GR	Powerbond Ethos Cushion RS	$ 24.43	Platinum	Severe
303/601	Passport	03352	EX	ER3 Tile	$ 23.24	Platinum	Severe
303/601	Passport	03352	EB	ER3 Tile RS	$ 24.36	Platinum	Severe
303/601	Passport	03352	GS	Ethos Tile	$ 21.56	Platinum	Heavy
303/601	Passport	03352	CF	Flexaire Tile	$ 23.04	Gold	Severe
303/601	Passport	03352	CR	Flexaire Tile RS	$ 24.16	Gold	Severe
303/601	Pietra	03101	EX	ER3 Tile	$ 30.69	Platinum	Severe
303/601	Pietra	03101	EB	ER3 Tile RS	$ 31.81	Platinum	Severe
303/601	Pietra	03101	GS	Ethos Tile	$ 30.69	Platinum	Heavy
303/601	Pietra	03101	CF	Flexaire Tile	$ 31.81	Gold	Severe
303/601	Pietra	03101	CR	Flexaire Tile RS	$ 32.93	Gold	Severe
303/601	Pirouette	03669	EX	ER3 Tile	$ 30.03	Platinum	Severe
303/601	Pirouette	03669	EB	ER3 Tile RS	$ 31.15	Platinum	Severe
303/601	Pirouette	03669	GS	Ethos Tile	$ 30.03	Platinum	Heavy
303/601	Pirouette	03669	CF	Flexaire Tile	$ 31.15	Gold	Severe
303/601	Pirouette	03669	CR	Flexaire Tile RS	$ 32.27	Gold	Severe
301/601	Pirouette	03669	M	Powerbond Cushion	$ 27.28	Gold	Severe
301/601	Pirouette	03669	MR	Powerbond Cushion RS	$ 28.40	Gold	Severe
301/601	Pirouette	03669	GN	Powerbond Ethos Cushion	$ 29.02	Platinum	Heavy
301/601	Pirouette	03669	GR	Powerbond Ethos Cushion RS	$ 30.14	Platinum	Heavy
303/601	Plexus Accents II	05112	EX	ER3 Tile	$ 38.41	Platinum	***
303/601	Plexus Accents II	05112	EB	ER3 Tile RS	$ 39.53	Platinum	***
303/601	Plexus Accents II	05112	GS	Ethos Tile	$ 38.41	Platinum	***
303/601	Plexus Accents II	05112	CF	Flexaire Tile	$ 39.53	Gold	***
303/601	Plexus Accents II	05112	CR	Flexaire Tile RS	$ 40.65	Gold	***
303/601	Plexus Colour IV	02875	EX	ER3 Tile	$ 27.36	Platinum	Severe
303/601	Plexus Colour IV	02875	EB	ER3 Tile RS	$ 28.48	Platinum	Severe
303/601	Plexus Colour IV	02875	GS	Ethos Tile	$ 26.62	Platinum	Severe
303/601	Plexus Colour IV	02875	CF	Flexaire Tile	$ 27.91	Gold	Severe
303/601	Plexus Colour IV	02875	CR	Flexaire Tile RS	$ 29.03	Gold	Severe
301/601	Plexus Colour IV	02875	M	Powerbond Cushion	$ 23.60	Gold	Severe
301/601	Plexus Colour IV	02875	MR	Powerbond Cushion RS	$ 24.72	Gold	Severe
301/601	Plexus Colour IV	02875	GN	Powerbond Ethos Cushion	$ 25.75	Platinum	Severe
301/601	Plexus Colour IV	02875	GR	Powerbond Ethos Cushion RS	$ 26.87	Platinum	Severe
301/601	Poise	03670	M	Powerbond Cushion	$ 24.83	Gold	Severe
301/601	Poise	03670	MR	Powerbond Cushion RS	$ 25.95	Gold	Severe
301/601	Poise	03670	GN	Powerbond Ethos Cushion	$ 26.57	Platinum	Severe
301/601	Poise	03670	GR	Powerbond Ethos Cushion RS	$ 27.69	Platinum	Severe
303/601	Prism	03713	EX	ER3 Tile	$ 28.51	Platinum	Heavy
303/601	Prism	03713	EB	ER3 Tile RS	$ 29.63	Platinum	Heavy
303/601	Prism	03713	GS	Ethos Tile	$ 28.51	Platinum	Heavy
303/601	Prism	03713	CF	Flexaire Tile	$ 29.63	Gold	Heavy
303/601	Prism	03713	CR	Flexaire Tile RS	$ 30.75	Gold	Heavy
301/601	Prism	03713	M	Powerbond Cushion	$ 26.53	Gold	Heavy
301/601	Prism	03713	MR	Powerbond Cushion RS	$ 27.65	Gold	Heavy
301/601	Prism	03713	GN	Powerbond Ethos Cushion	$ 28.27	Platinum	Heavy
301/601	Prism	03713	GR	Powerbond Ethos Cushion RS	$ 29.39	Platinum	Heavy
303/601	Punctuate	04251	EX	ER3 Tile	$ 24.20	Platinum	Heavy
303/601	Punctuate	04251	EB	ER3 Tile RS	$ 25.32	Platinum	Heavy
303/601	Punctuate	04251	GS	Ethos Tile	$ 24.20	Platinum	Heavy
303/601	Punctuate	04251	CF	Flexaire Tile	$ 25.32	Gold	Severe
303/601	Punctuate	04251	CR	Flexaire Tile RS	$ 26.44	Gold	Severe
301/601	Punctuate	04251	M	Powerbond Cushion	$ 23.08	Gold	Severe
301/601	Punctuate	04251	MR	Powerbond Cushion RS	$ 24.20	Gold	Severe
301/601	Punctuate	04251	GN	Powerbond Ethos Cushion	$ 24.82	Platinum	Heavy
301/601	Punctuate	04251	GR	Powerbond Ethos Cushion RS	$ 25.94	Platinum	Heavy
303/601	Radiant	04085	GS	Ethos Tile	$ 32.28	Platinum	Severe
303/601	Ratio	03589	EX	ER3 Tile	$ 29.87	Platinum	Heavy

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
303/601	Ratio	03589	EB	ER3 Tile RS	$ 30.99	Platinum	Heavy
303/601	Ratio	03589	GS	Ethos Tile	$ 29.09	Platinum	Severe
303/601	Ratio	03589	CF	Flexaire Tile	$ 30.60	Gold	Heavy
303/601	Ratio	03589	CR	Flexaire Tile RS	$ 31.72	Gold	Heavy
301/601	Ratio	03589	M	Powerbond Cushion	$ 22.74	Gold	Heavy
301/601	Ratio	03589	MR	Powerbond Cushion RS	$ 24.50	Gold	Heavy
301/601	Ratio	03589	GN	Powerbond Ethos Cushion	$ 24.60	Platinum	Heavy
301/601	Ratio	03589	GR	Powerbond Ethos Cushion RS	$ 25.72	Platinum	Heavy
301/601	River's Edge	03936	M	Powerbond Cushion	$ 25.63	Gold	Severe
301/601	River's Edge	03936	MR	Powerbond Cushion RS	$ 26.75	Gold	Severe
301/601	River's Edge	03936	GN	Powerbond Ethos Cushion	$ 27.36	Platinum	Severe
301/601	River's Edge	03936	GR	Powerbond Ethos Cushion RS	$ 28.48	Platinum	Severe
303/601	Rock Solid	04321	EX	ER3 Tile	$ 18.30	Platinum	Heavy
303/601	Rock Solid	04321	EB	ER3 Tile RS	$ 19.42	Platinum	Heavy
303/601	Rock Solid	04321	GS	Ethos Tile	$ 18.30	Platinum	Heavy
303/601	Rock Solid	04321	CF	Flexaire Tile	$ 19.42	Gold	Severe
303/601	Rock Solid	04321	CR	Flexaire Tile RS	$ 20.54	Gold	Severe
303/601	Rousette	04121	EX	ER3 Tile	$ 18.30	Platinum	Severe
303/601	Rousette	04121	EB	ER3 Tile RS	$ 19.42	Platinum	Severe
303/601	Rousette	04121	GS	Ethos Tile	$ 18.30	Platinum	Heavy
303/601	Rousette	04121	CF	Flexaire Tile	$ 19.42	Gold	Severe
303/601	Rousette	04121	CR	Flexaire Tile RS	$ 20.54	Gold	Severe
303/601	Runaway II	03164	EX	ER3 Tile	$ 24.87	Platinum	Severe
303/601	Runaway II	03164	EB	ER3 Tile RS	$ 25.99	Platinum	Severe
303/601	Runaway II	03164	GS	Ethos Tile	$ 25.99	Platinum	Heavy
303/601	Runaway II	03164	CF	Flexaire Tile	$ 27.11	Gold	Severe
303/601	Runaway II	03164	CR	Flexaire Tile RS	$ 28.23	Gold	Severe
301/601	Runaway II	03164	M	Powerbond Cushion	$ 23.06	Gold	Severe
301/601	Runaway II	03164	MR	Powerbond Cushion RS	$ 24.18	Gold	Severe
301/601	Runaway II	03164	GN	Powerbond Ethos Cushion	$ 24.80	Platinum	Severe
301/601	Runaway II	03164	GR	Powerbond Ethos Cushion RS	$ 25.92	Platinum	Severe
303/601	Sail Away	01433	EX	ER3 Tile	$ 19.64	Platinum	Severe
303/601	Sail Away	01433	EB	ER3 Tile RS	$ 20.61	Platinum	Severe
303/601	Sail Away	01433	GS	Ethos Tile	$ 23.77	Platinum	Heavy
303/601	Sail Away	01433	CF	Flexaire Tile	$ 25.11	Gold	Heavy
303/601	Sail Away	01433	CR	Flexaire Tile RS	$ 26.23	Gold	Heavy
301/601	Sail Away	01433	M	Powerbond Cushion	$ 19.60	Gold	Severe
301/601	Sail Away	01433	MR	Powerbond Cushion RS	$ 20.72	Gold	Severe
301/601	Sail Away	01433	GN	Powerbond Ethos Cushion	$ 21.34	Platinum	Heavy
301/601	Sail Away	01433	GR	Powerbond Ethos Cushion RS	$ 22.46	Platinum	Heavy
303/601	Savoya	03989	EX	ER3 Tile	$ 29.93	Platinum	Heavy
303/601	Savoya	03989	EB	ER3 Tile RS	$ 31.05	Platinum	Heavy
303/601	Savoya	03989	GS	Ethos Tile	$ 29.93	Platinum	Heavy
303/601	Savoya	03989	CF	Flexaire Tile	$ 31.05	Gold	Heavy
303/601	Savoya	03989	CR	Flexaire Tile RS	$ 32.17	Gold	Heavy
301/601	Savoya	03989	M	Powerbond Cushion	$ 26.62	Gold	Heavy
301/601	Savoya	03989	MR	Powerbond Cushion RS	$ 27.74	Gold	Heavy
301/601	Savoya	03989	GN	Powerbond Ethos Cushion	$ 28.36	Platinum	Heavy
301/601	Savoya	03989	GR	Powerbond Ethos Cushion RS	$ 29.48	Platinum	Heavy
303/601	Screentone	04338	EX	ER3 Tile	$ 26.64	Platinum	Severe
303/601	Screentone	04338	EB	ER3 Tile RS	$ 27.76	Platinum	Severe
303/601	Screentone	04338	GS	Ethos Tile	$ 26.64	Platinum	Severe
303/601	Screentone	04338	CF	Flexaire Tile	$ 27.76	Gold	Severe
303/601	Screentone	04338	CR	Flexaire Tile RS	$ 28.88	Gold	Severe
301/601	Screentone	04338	M	Powerbond Cushion	$ 23.96	Gold	Heavy
301/601	Screentone	04338	MR	Powerbond Cushion RS	$ 25.08	Gold	Heavy
301/601	Screentone	04338	GN	Powerbond Ethos Cushion	$ 25.69	Platinum	Heavy
301/601	Screentone	04338	GR	Powerbond Ethos Cushion RS	$ 26.81	Platinum	Heavy
303/601	Screentone Stripe	04337	EX	ER3 Tile	$ 27.46	Platinum	Heavy
303/601	Screentone Stripe	04337	EB	ER3 Tile RS	$ 28.58	Platinum	Heavy
303/601	Screentone Stripe	04337	GS	Ethos Tile	$ 27.46	Platinum	Heavy
303/601	Screentone Stripe	04337	CF	Flexaire Tile	$ 28.58	Gold	Heavy
303/601	Screentone Stripe	04337	CR	Flexaire Tile RS	$ 29.70	Gold	Heavy

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
301/601	Screentone Stripe	04337	M	Powerbond Cushion	$ 25.18	Gold	Severe
301/601	Screentone Stripe	04337	MR	Powerbond Cushion RS	$ 26.30	Gold	Severe
301/601	Screentone Stripe	04337	GN	Powerbond Ethos Cushion	$ 26.92	Platinum	Heavy
301/601	Screentone Stripe	04337	GR	Powerbond Ethos Cushion RS	$ 28.04	Platinum	Heavy
303/601	Sentinel II	02409	EX	ER3 Tile	$ 24.93	Platinum	Severe
303/601	Sentinel II	02409	EB	ER3 Tile RS	$ 26.05	Platinum	Severe
303/601	Sentinel II	02409	GS	Ethos Tile	$ 24.22	Platinum	Severe
303/601	Sentinel II	02409	CF	Flexaire Tile	$ 25.34	Gold	Severe
303/601	Sentinel II	02409	CR	Flexaire Tile RS	$ 26.46	Gold	Severe
301/601	Sentinel II	02409	M	Powerbond Cushion	$ 22.20	Gold	Severe
301/601	Sentinel II	02409	MR	Powerbond Cushion RS	$ 23.32	Gold	Severe
301/601	Sentinel II	02409	GN	Powerbond Ethos Cushion	$ 23.20	Platinum	Severe
301/601	Sentinel II	02409	GR	Powerbond Ethos Cushion RS	$ 24.32	Platinum	Severe
303/601	Sentry	04390	EX	ER3 Tile	$ 22.48	Platinum	Heavy
303/601	Sentry	04390	EB	ER3 Tile RS	$ 23.60	Platinum	Heavy
303/601	Sentry	04390	GS	Ethos Tile	$ 22.48	Platinum	Heavy
303/601	Sentry	04390	CF	Flexaire Tile	$ 23.60	Gold	Heavy
303/601	Sentry	04390	CR	Flexaire Tile RS	$ 24.72	Gold	Heavy
301/601	Sentry	04390	M	Powerbond Cushion	$ 20.46	Gold	Heavy
301/601	Sentry	04390	MR	Powerbond Cushion RS	$ 21.58	Gold	Heavy
301/601	Sentry	04390	GN	Powerbond Ethos Cushion	$ 22.20	Platinum	Heavy
301/601	Sentry	04390	GR	Powerbond Ethos Cushion RS	$ 23.32	Platinum	Heavy
301/601	South Branch	03934	M	Powerbond Cushion	$ 28.91	Gold	Severe
301/601	South Branch	03934	MR	Powerbond Cushion RS	$ 30.03	Gold	Severe
301/601	South Branch	03934	GN	Powerbond Ethos Cushion	$ 30.03	Platinum	Severe
301/601	South Branch	03934	GR	Powerbond Ethos Cushion RS	$ 32.27	Platinum	Severe
303/601	Spun	03656	EX	ER3 Tile	$ 32.67	Platinum	Severe
303/601	Spun	03656	EB	ER3 Tile RS	$ 31.93	Platinum	Severe
303/601	Spun	03656	GS	Ethos Tile	$ 31.93	Platinum	Severe
303/601	Spun	03656	CF	Flexaire Tile	$ 31.93	Gold	Severe
303/601	Spun	03656	CR	Flexaire Tile RS	$ 31.93	Gold	Severe
301/601	Spun	03656	M	Powerbond Cushion	$ 29.37	Gold	Severe
301/601	Spun	03656	MR	Powerbond Cushion RS	$ 30.49	Gold	Severe
301/601	Spun	03656	GN	Powerbond Ethos Cushion	$ 31.10	Platinum	Severe
301/601	Spun	03656	GR	Powerbond Ethos Cushion RS	$ 32.22	Platinum	Severe
303/601	Stack 9	04332	EX	ER3 Tile	$ 26.31	Platinum	Severe
303/601	Stack 9	04332	EB	ER3 Tile RS	$ 27.43	Platinum	Severe
303/601	Stack 9	04332	GS	Ethos Tile	$ 26.31	Platinum	Heavy
303/601	Stack 9	04332	CF	Flexaire Tile	$ 32.22	Gold	Heavy
303/601	Stack 9	04332	CR	Flexaire Tile RS	$ 32.22	Gold	Heavy
301/601	Stack 9	04332	M	Powerbond Cushion	$ 24.06	Gold	Heavy
301/601	Stack 9	04332	MR	Powerbond Cushion RS	$ 25.18	Gold	Heavy
301/601	Stack 9	04332	GN	Powerbond Ethos Cushion	$ 26.32	Platinum	Heavy
301/601	Stack 9	04332	GR	Powerbond Ethos Cushion RS	$ 27.44	Platinum	Heavy
303/601	Street Life	03973	EX	ER3 Tile	$ 18.30	Platinum	Severe
303/601	Street Life	03973	EB	ER3 Tile RS	$ 19.42	Platinum	Severe
303/601	Street Life	03973	GS	Ethos Tile	$ 18.30	Platinum	Severe
303/601	Street Life	03973	CF	Flexaire Tile	$ 19.42	Gold	Severe
303/601	Street Life	03973	CR	Flexaire Tile RS	$ 20.54	Gold	Severe
303/601	String Theory	04415	EX	ER3 Tile	$ 25.62	Platinum	Heavy
303/601	String Theory	04415	EB	ER3 Tile RS	$ 26.74	Platinum	Heavy
303/601	String Theory	04415	GS	Ethos Tile	$ 25.62	Platinum	Severe
303/601	String Theory	04415	CF	Flexaire Tile	$ 26.74	Gold	Severe
303/601	String Theory	04415	CR	Flexaire Tile RS	$ 27.86	Gold	Severe
301/601	String Theory	04415	M	Powerbond Cushion	$ 23.13	Gold	Severe
301/601	String Theory	04415	MR	Powerbond Cushion RS	$ 24.25	Gold	Severe
301/601	String Theory	04415	GN	Powerbond Ethos Cushion	$ 24.87	Platinum	Heavy
301/601	String Theory	04415	GR	Powerbond Ethos Cushion RS	$ 25.99	Platinum	Heavy
303/601	Tableau	03900	EX	ER3 Tile	$ 30.60	Platinum	Heavy
303/601	Tableau	03900	EB	ER3 Tile RS	$ 31.72	Platinum	Heavy
303/601	Tableau	03900	GS	Ethos Tile	$ 30.60	Platinum	Severe
303/601	Tableau	03900	CF	Flexaire Tile	$ 31.72	Gold	Severe
303/601	Tableau	03900	CR	Flexaire Tile RS	$ 32.84	Gold	Severe

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
301/601	Tableau	03900	M	Powerbond Cushion	$ 27.31	Gold	Severe
301/601	Tableau	03900	MR	Powerbond Cushion RS	$ 28.43	Gold	Severe
301/601	Tableau	03900	GN	Powerbond Ethos Cushion	$ 29.04	Platinum	Severe
301/601	Tableau	03900	GR	Powerbond Ethos Cushion RS	$ 30.16	Platinum	Severe
303/601	Tanka II	02499	EX	ER3 Tile	$ 26.87	Platinum	Severe
303/601	Tanka II	02499	EB	ER3 Tile RS	$ 27.99	Platinum	Severe
303/601	Tanka II	02499	GS	Ethos Tile	$ 26.87	Platinum	Heavy
303/601	Tanka II	02499	CF	Flexaire Tile	$ 27.99	Gold	Severe
303/601	Tanka II	02499	CR	Flexaire Tile RS	$ 29.11	Gold	Severe
303/601	Tenera	04120	EX	ER3 Tile	$ 25.31	Platinum	Severe
303/601	Tenera	04120	EB	ER3 Tile RS	$ 26.43	Platinum	Severe
303/601	Tenera	04120	GS	Ethos Tile	$ 25.31	Platinum	Severe
303/601	Tenera	04120	CF	Flexaire Tile	$ 26.43	Gold	Severe
303/601	Tenera	04120	CR	Flexaire Tile RS	$ 27.55	Gold	Severe
301/601	Tenera	04120	M	Powerbond Cushion	$ 23.15	Gold	Severe
301/601	Tenera	04120	MR	Powerbond Cushion RS	$ 24.27	Gold	Severe
301/601	Tenera	04120	GN	Powerbond Ethos Cushion	$ 24.89	Platinum	Severe
301/601	Tenera	04120	GR	Powerbond Ethos Cushion RS	$ 26.01	Platinum	Severe
303/601	Thoroughfare	04042	EX	ER3 Tile	$ 18.30	Platinum	Severe
303/601	Thoroughfare	04042	EB	ER3 Tile RS	$ 19.42	Platinum	Severe
303/601	Thoroughfare	04042	GS	Ethos Tile	$ 18.30	Platinum	Severe
303/601	Thoroughfare	04042	CF	Flexaire Tile	$ 19.42	Gold	Severe
303/601	Thoroughfare	04042	CR	Flexaire Tile RS	$ 20.54	Gold	Severe
303/601	Top Shelf	03606	EX	ER3 Tile	$ 25.13	Platinum	Heavy
303/601	Top Shelf	03606	EB	ER3 Tile RS	$ 26.25	Platinum	Heavy
303/601	Top Shelf	03606	GS	Ethos Tile	$ 22.64	Platinum	Heavy
303/601	Top Shelf	03606	CF	Flexaire Tile	$ 23.76	Gold	Severe
303/601	Top Shelf	03606	CR	Flexaire Tile RS	$ 24.88	Gold	Severe
303/601	Topia	04165	EX	ER3 Tile	$ 29.01	Platinum	Severe
303/601	Topia	04165	EB	ER3 Tile RS	$ 30.13	Platinum	Severe
303/601	Topia	04165	GS	Ethos Tile	$ 29.01	Platinum	Severe
303/601	Topia	04165	CF	Flexaire Tile	$ 29.65	Gold	Severe
303/601	Topia	04165	CR	Flexaire Tile RS	$ 30.77	Gold	Severe
301/601	Topia	04165	M	Powerbond Cushion	$ 26.49	Gold	Severe
301/601	Topia	04165	MR	Powerbond Cushion RS	$ 27.61	Gold	Severe
301/601	Topia	04165	GN	Powerbond Ethos Cushion	$ 28.23	Platinum	Severe
301/601	Topia	04165	GR	Powerbond Ethos Cushion RS	$ 29.35	Platinum	Severe
303/601	Trajectory	03913	EX	ER3 Tile	$ 27.00	Platinum	Severe
303/601	Trajectory	03913	EB	ER3 Tile RS	$ 28.12	Platinum	Severe
303/601	Trajectory	03913	GS	Ethos Tile	$ 26.79	Platinum	Heavy
303/601	Trajectory	03913	CF	Flexaire Tile	$ 27.91	Gold	Heavy
303/601	Trajectory	03913	CR	Flexaire Tile RS	$ 28.83	Gold	Heavy
301/601	Trajectory	03913	M	Powerbond Cushion	$ 24.20	Gold	Severe
301/601	Trajectory	03913	MR	Powerbond Cushion RS	$ 25.32	Gold	Severe
301/601	Trajectory	03913	GN	Powerbond Ethos Cushion	$ 25.94	Platinum	Severe
301/601	Trajectory	03913	GR	Powerbond Ethos Cushion RS	$ 27.06	Platinum	Severe
303/601	Transfer	04339	EX	ER3 Tile	$ 26.64	Platinum	Severe
303/601	Transfer	04339	EB	ER3 Tile RS	$ 27.76	Platinum	Severe
303/601	Transfer	04339	GS	Ethos Tile	$ 26.64	Platinum	Severe
303/601	Transfer	04339	CF	Flexaire Tile	$ 27.76	Gold	Severe
303/601	Transfer	04339	CR	Flexaire Tile RS	$ 28.88	Gold	
301/601	Tributary	03937	M	Powerbond Cushion	$ 27.43	Gold	Severe
301/601	Tributary	03937	MR	Powerbond Cushion RS	$ 28.55	Gold	Severe
301/601	Tributary	03937	GN	Powerbond Ethos Cushion	$ 29.59	Platinum	Severe
301/601	Tributary	03937	GR	Powerbond Ethos Cushion RS	$ 30.71	Platinum	Severe
303/601	Triptych	04331	EX	ER3 Tile	$ 25.95	Platinum	Heavy
303/601	Triptych	04331	EB	ER3 Tile RS	$ 27.07	Platinum	Heavy
303/601	Triptych	04331	GS	Ethos Tile	$ 25.95	Platinum	Heavy
303/601	Triptych	04331	CF	Flexaire Tile	$ 27.07	Gold	Heavy
303/601	Triptych	04331	CR	Flexaire Tile RS	$ 28.19	Gold	Heavy
301/601	Triptych	04331	M	Powerbond Cushion	$ 23.42	Gold	Heavy
301/601	Triptych	04331	MR	Powerbond Cushion RS	$ 24.54	Gold	Heavy
301/601	Triptych	04331	GN	Powerbond Ethos Cushion	$ 25.16	Platinum	Heavy

Special Item Number (SIN)	Product Name	MFR's Part Number	Backing Code	Backing Description	CRI Sell Price	NSF 140 Rating	TARR
301/601	Triptych	04331	GR	Powerbond Ethos Cushion RS	$ 26.28	Platinum	Heavy
303/601	Uproar	04073	EX	ER3 Tile	$ 26.81	Platinum	Severe
303/601	Uproar	04073	EB	ER3 Tile RS	$ 27.93	Platinum	Severe
303/601	Uproar	04073	GS	Ethos Tile	$ 26.81	Platinum	Severe
303/601	Uproar	04073	CF	Flexaire Tile	$ 27.93	Gold	Severe
303/601	Uproar	04073	CR	Flexaire Tile RS	$ 29.05	Gold	Severe
301/601	Uproar	04073	M	Powerbond Cushion	$ 24.56	Gold	Severe
301/601	Uproar	04073	MR	Powerbond Cushion RS	$ 25.68	Gold	Severe
301/601	Uproar	04073	GN	Powerbond Ethos Cushion	$ 26.30	Platinum	Severe
301/601	Uproar	04073	GR	Powerbond Ethos Cushion RS	$ 27.42	Platinum	Severe
303/601	Ventana	03990	EX	ER3 Tile	$ 30.43	Platinum	Heavy
303/601	Ventana	03990	EB	ER3 Tile RS	$ 31.55	Platinum	Heavy
303/601	Ventana	03990	GS	Ethos Tile	$ 30.43	Platinum	Heavy
303/601	Ventana	03990	CF	Flexaire Tile	$ 31.55	Gold	Heavy
303/601	Ventana	03990	CR	Flexaire Tile RS	$ 32.67	Gold	Heavy
301/601	Ventana	03990	M	Powerbond Cushion	$ 26.58	Gold	Heavy
301/601	Ventana	03990	MR	Powerbond Cushion RS	$ 27.70	Gold	Heavy
301/601	Ventana	03990	GN	Powerbond Ethos Cushion	$ 28.32	Platinum	Heavy
301/601	Ventana	03990	GR	Powerbond Ethos Cushion RS	$ 29.44	Platinum	Heavy
303/601	Visa	03353	EX	ER3 Tile	$ 21.92	Platinum	Severe
303/601	Visa	03353	EB	ER3 Tile RS	$ 23.04	Platinum	Severe
303/601	Visa	03353	GS	Ethos Tile	$ 21.64	Platinum	Heavy
303/601	Visa	03353	CF	Flexaire Tile	$ 23.04	Gold	Severe
303/601	Visa	03353	CR	Flexaire Tile RS	$ 24.16	Gold	Severe
301/601	Wellspring	03935	M	Powerbond Cushion	$ 28.61	Gold	Severe
301/601	Wellspring	03935	MR	Powerbond Cushion RS	$ 29.73	Gold	Severe
301/601	Wellspring	03935	GN	Powerbond Ethos Cushion	$ 30.34	Platinum	Severe
301/601	Wellspring	03935	GR	Powerbond Ethos Cushion RS	$ 31.46	Platinum	Severe
303/601	Winwood	04090	EX	ER3 Tile	$ 29.68	Platinum	Heavy
303/601	Winwood	04090	EB	ER3 Tile RS	$ 30.80	Platinum	Heavy
303/601	Winwood	04090	GS	Ethos Tile	$ 29.68	Platinum	Severe
303/601	Winwood	04090	CF	Flexaire Tile	$ 30.80	Gold	Severe
303/601	Winwood	04090	CR	Flexaire Tile RS	$ 31.92	Gold	Severe
301/601	Winwood	04090	M	Powerbond Cushion	$ 25.09	Gold	Severe
301/601	Winwood	04090	MR	Powerbond Cushion RS	$ 26.21	Gold	Severe
301/601	Winwood	04090	GN	Powerbond Ethos Cushion	$ 28.40	Platinum	Severe
301/601	Winwood	04090	GR	Powerbond Ethos Cushion RS	$ 29.52	Platinum	Severe

Carpet Installation Services

4-14-72-0057A

Scope of Work

Prices shown herein are for installation in an open empty space on a "clean floor". A "clean floor" is in a condition to accept carpet/carpet tile with no additional preparation other than sweeping it clean. Any other work, e.g. furniture removal, flash patching, cove molding, removal of existing carpet, disposal off-site, recycling, etc., will be quoted on a case by case basis after a site inspection. When installation is required in conjunction with carpet purchased under this contract, the carpet will be invoiced separately and before the installation. Prices quoted are for work to be performed during normal working hours, Monday through Friday, holidays excluded. Where noted in the pricing, minimum charges for installation will apply. All work will be performed by either mill certified or FCIB certified installers. All work performed and materials used to install carpet will be guaranteed for a minimum of one year.

CARPET INSTALLATION SERVICES HIGH COST AREAS	Boston, New York, Chicago, St. Louis, Kansas City, Miami, San Francisco, and Los Angeles
SIN 31-604 – direct glue down w/o attached cushion	7.75 per square yard
SIN 31-604 – direct glue down with attached cushion	7.27 per square yard
SIN 31-604 – double stick or double glue down	10.55 per square yard
SIN 31-604 – stretch-in over separate cushion	8.75 per square yard
SIN 31-604 – carpet tiles full spread	7.50 per square yard
SIN 31-604 – Furniture Lift (see note below)	10.10 per square yard
SIN 31-604 – Furnish and Install 4" Vinyl Base	1.95 per linear foot
SIN 31-604 – Furnish and Install 4" Carpet Base	2.47 per linear foot
SIN 31-604 – Furnish and Install 6" Vinyl Base	2.95 per linear foot
SIN 31-604 – Furnish and Install 6" Carpet Base	3.47 per linear foot
SIN 31-604 – Removal, disposal and floor prep	4.25 per square yard

Removal, Disposal and Floor Prep

Appropriate removal and disposal of existing flooring (recycling recommended) and floor preparation. Note: Pricing is to include basic removal, disposal and floor preparation; services above $500 and work necessary to address potentially complex environmental problems, such as asbestos abatement, mold and mildew, or extensive floor preparation shall be negotiated with the government on a case-by-case basis.

Furniture Lifting for Carpet Replacement (SIN 31-604)

Using appropriate "lifting" equipment and trained technicians, allows installation of new carpet tile, with modular and systems furniture in place and with minimal disruption to occupied work area. All furniture systems shall be lifted by equipment which has been structurally engineered for that particular furniture system. No crowbars or modified car jacks are to be used. No phones or electronic equipment shall be unplugged. After each installation session, work area must be returned to normal working order with all furniture in original location. Since work is being performed in an occupied work area, "low VOC" or "no VOC" adhesives are to be used. The GSA carpet contractor will be required to provide, upon request from government customers, an onsite demonstration of the equipment and lifting method to be used, and any additional information on which to base procurement decisions.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Authorization to Utilize California Multiple Award Schedule Software Licensing Program Agreement with DLT Solutions, LLC for Purchase of Oracle E-Business Suite Licenses**

ITEM: **Action**
SUBMITTED BY: **David Haglund, Ed.D., Deputy Superintendent, Educational Services**
PREPARED BY: **Ricardo Enz, Director of Technology Innovation Services**

BACKGROUND INFORMATION:

ITEM SUMMARY:

- Existing licensing with Oracle E-Business Suite is now under counted.
- Update licensing to current need.
- Award licensing contract to DLT Solutions.

The purpose of this agenda item is to seek Board approval to purchase additional Oracle E-Business Suite software licenses. While doing research using Oracle's cloud based applicant tracking system, Oracle discovered Santa Ana Unified School District (SAUSD) Human Resources license count was far less than the employee count. Additional licenses are required to cover SAUSD current employee count. These licenses can be purchased through the CMAS Software Licensing Program. On October 29, 2015, the State of California entered CMAS Software License Program Agreement No. SLP-15-70-0068-F, which grants local government agencies the ability to purchase Oracle software licensing by utilizing the contract awarded to DLT Solutions, LLC. The District can, without going to bid, utilize such contracts pursuant to California Public Contract Code Sections 20118 and 10298.

RATIONALE:

Oracle's Oracle E-Business Suite software solution is a comprehensive suite of integrated, business applications that enable SAUSD to make better decisions, reduce costs, and increase performance. SAUSD systems, applications, and service needs have change over the life of the Oracle Enterprise Agreement, requiring a change to on premise software licensing. The true-up process provides an effective way to account for any increase in licensed products and helps ensure licensing is current and accurate to maintain Oracle EBS licenses consistent across SAUSD.

LCAP Goal 3.4: Support school and District operations to create welcoming and productive school environments.

FUNDING:

TIS One-time Discretionary Funds: $490,000

RECOMMENDATION:

Approval of the utilization of California Multiple Award Schedule Software License Purchase Agreement No. SLP-15-70-0068F with DLT Solutions, LLC. for the Purchase of Oracle E-Business Suite Licenses.

DH:RE:lr:kd

Price Quotation

Quote: 4505637
Reference: 1173305
Date: 06/10/2016
Expires: 06/30/2016

To: Mark Rodriguez
Santa Ana Unified School Dist
1601 East Chestnut Avenue
SANTA ANA, CA 92701

Phone: (714) 480-4705
Fax:
Email: mark.rodriguez@sausd.us

From: Kevin Ford
DLT Solutions, LLC
2411 Dulles Corner Park
Suite 800
Herndon, VA 20171

Phone: (703) 708-9637
Fax: (866) 419-7926
Email: kevin.ford@dlt.com

#	DLT Part No.	Contract	Qty	Unit Price	Ext. Price
1	9891-303940 Oracle Database Enterprise Edition - Processor Perpetual	CA-SLP-O15	4	$21,649.96	$86,599.84
2	9891-303941 One Year Software Update License & Support for Oracle Database Enterprise Edition - Processor Perpetual	CA-SLP-O15	4	$4,557.9787	$18,231.91
3	9891-304048 Oracle Database Enterprise Edition - Named User Plus Perpetual	CA-SLP-O15	150	$432.9992	$64,949.88
4	9891-304049 One Year Software Update License & Support for Oracle Database Enterprise Edition - Named User Plus Perpetual	CA-SLP-O15	150	$91.1596	$13,673.94
5	9891-305182 Oracle Human Resources - Employee Perpetual [Application-Specific/Limited Use] **Incremental License Cost for Migration** **Please note the correct product description for this line item is Human Resources - Enterprise Employee**	CA-SLP-O15	7347	$14.0988	$103,583.88
6	9891-305183 One Year Software Update License & Support for Oracle Human Resources - Employee Perpetual [Application-Specific/Limited Use] **Incremental Support Cost for Migration** **Please note the correct product description for this line item is One Year Software Update License & Support for Human Resources - Enterprise Employee** **PoP:** 6/17/2016 **through** 6/30/2017	CA-SLP-O15	7347	$3.08214	$22,644.48
7	Migrated Support Migrated Support fee for Migration **Migrated/Delta Support** **PoP:** 7/1/2016 **through** 6/30/2017	CA-SLP-O15	1	$11,187.26	$11,187.26

Price Quotation

Quote: 4505637
Reference: 1173305
Date: 06/10/2016
Expires: 06/30/2016

#	DLT Part No.	Contract	Qty	Unit Price	Ext. Price
8	9891-304026	CA-SLP-O15	7347	$5.4806	$40,265.97
	Oracle Advanced Benefits - Employee Perpetual [Application-Specific/Limited Use] **Incremental License Cost for Migration** **Please note the correct product description for this line item is Advanced Benefits - Enterprise Employee**				
9	9891-304027	CA-SLP-O15	7347	$1.19805	$8,802.07
	One Year Software Update License & Support for Oracle Advanced Benefits - Employee Perpetual [Application-Specific/Limited Use] **Incremental Support Cost for Migration** **Please note the correct product description for this line item is One Year Software Update License & Support for Advanced Benefits - Enterprise Employee** **PoP:** 6/17/2016 **through** 6/30/2017				
10	Migrated Support	CA-SLP-O15	1	$9,146.01	$9,146.01
	Migrated Support fee for Migration **Migrated/Delta Support** **PoP:** 7/1/2016 **through** 6/30/2017				
11	9891-305186	CA-SLP-O15	7347	$3.0583	$22,469.33
	Oracle Self-Service Human Resources - Employee Perpetual [Application-Specific/Limited Use] **Incremental License Cost for Migration** **Please note the correct product description for this line item is Self-Service Human Resources - Enterprise Employee**				
12	9891-305187	CA-SLP-O15	7347	$0.66848	$4,911.32
	One Year Software Update License & Support for Oracle Self-Service Human Resources - Employee Perpetual [Application-Specific/Limited Use] **Incremental Support Cost for Migration** **Please note the correct product description for this line item is One Year Software Update License & Support for Self-Service Human Resources - Enterprise Employee** **PoP:** 6/17/2016 **through** 6/30/2017				
13	Migrated Support	CA-SLP-O15	1	$2,400.85	$2,400.85
	Migrated Support fee for Migration **Migrated/Delta Support** **PoP:** 7/1/2016 **through** 6/30/2017				
14	9891-304022	CA-SLP-O15	7347	$7.6369	$56,108.30
	Oracle Time and Labor - Employee Perpetual [Application-Specific/Limited Use] **Incremental License Cost for Migration** **Please note the correct product description for this line item is Time and Labor - Enterprise Employee**				

Price Quotation

Quote: 4505637
Reference: 1173305
Date: 06/10/2016
Expires: 06/30/2016

#	DLT Part No.	Contract	Qty	Unit Price	Ext. Price
15	9891-304023	CA-SLP-O15	7347	$1.6695	$12,265.82
	One Year Software Update License & Support for Oracle Time and Labor - Employee Perpetual [Application-Specific/Limited Use] **Incremental Support Cost for Migration** **Please note the correct product description for this line item is One Year Software Update License & Support for Time and Labor - Enterprise Employee** **PoP:** 6/17/2016 **through** 6/30/2017				
16	Migrated Support	CA-SLP-O15	1	$8,002.78	$8,002.78
	Migrated Support fee for Migration **Migrated/Delta Support** **PoP:** 7/1/2016 **through** 6/30/2017				

Total: $485,243.64

SLP #SLP-15-70-0068F
Expires: 08/31/2017
Contract Holder: DLT Solutions, LLC.
Sales Tax: This quote does not include sales tax. Please add applicable sales tax to your order
FOB: Destination
Payment Terms: Net 45 On Approved Credit
DLT accepts VISA/MC/AMEX

NOTE: THE TERMS AND CONDITIONS OF THE ORACLE LICENSE AND SERVICES AGREEMENT (OLSA) V110711, A COPY OF WHICH IS ATTACHED TO THIS SLP CONTRACT, ARE EXPRESSLY INCORPORATED INTO THIS SLP CONTRACT QUOTE BY REFERENCE AND TAKE PRECEDENCE OVER ALL OTHER CONTRACT TERMS AND CONDITIONS IN THE SLP CONTRACT.

PER SLP CONTRACT TERMS AND CONDITIONS CALIFORINIA DEPT. OF GENERAL SERVICES (DGS) WILL SEPARATELY INVOICE STATE GOVT. CUSTOMERS A CONTRACT ADMIN. FEE FOR PURCHASES QUOTED UNDER THE SLP CONTRACT. FEES CANNOT BE WAIVED BY DLT SOLUTIONS OR STATE GOVT. CUSTOMERS.

PLEASE REMIT PAYMENT TO:

ACH: DLT Solutions, LLC
Bank of America
ABA # 111000012
Acct # 4451063799

-OR-

Mail: DLT Solutions, LLC
P.O. Box 743359
Atlanta, GA 30374-3359

Customer orders subject to applicable sales tax in: CA, CO, CT, DC, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MO, MS, NC, NM, NJ, NV, NY, OH, OK, PA, RI, SC, TN, TX, VA, WA, WI

The terms and conditions of the Manufacturer's standard commercial license and subscription agreement are made a part of this quotation and shall govern purchaser's use of any Manufacturer product. Contact the DLT Sales Rep if further information is required.

Documentation to be submitted to validate Invoice for payment:
a. Authorized Services shall be invoiced with a corresponding time report for the period of performance identifying names, days, and hours worked.
b. Authorized reimbursable expenses shall be invoiced with a detailed expense report, documented by copies of supporting receipts.
c. Authorized Education or Training shall be invoiced with a Report identifying date and name of class completed, and where applicable the name of attendees.

Expansion Exhibit

Offered By:	DLT Solutions 2411 Dulles Corner Park Suite 800 Herndon, VA 20171	Contact: Phone: Fax: Email:	Kevin Ford 703-708-9637 866-419-7926 Kevin.Ford@dlt.com
End User Agency:	Santa Ana Unified School District 1604 East Chestnut Avenue Santa Ana, CA 92701	Contact: Phone: Email:	Mark Rodriguez 714-480-4705 mark.rodriguez@sausd.us

Exhibit A
Expansion Table

Listed below is the license fee and first year Software Update License & Support fee for the program(s) that may be purchased pursuant to section A.1 below.

Program Description	License Type	Increment	License Fee per Increment	First Year Software Update License & Support Fee per Increment
• Oracle Human Resources • Oracle Advanced Benefits • Oracle Self-Service Human Resources • Oracle Time and Labor	Enterprise Employee	734.7	$53,691.88	$11,812.21

A. Enterprise Application Specific Terms

1. Expansion

a. If the end user exceeds the licensed quantity purchased, the end user must order the programs from Oracle (and first year Software Update License & Support for the programs) at the appropriate license and support fees specified on the Expansion Exhibit Table above. The number of additional program licenses to be ordered shall be equal to the actual number of the License Type as of the order date less the total number of licensed quantity (under this ordering document) rounded up to the next increment on the Expansion Exhibit Table referenced above.

b. Neither Oracle nor DLT has a delivery obligation for program licenses ordered pursuant to this section.

c. The license definitions and program specific terms contained in Section B of this ordering document will apply to program licenses ordered pursuant to this section.

d. Expansion Exhibit Table is the license fee and first year Software Update License & Support fee for additional program license expansion for the program with the License Type(s) listed on the Expansion Exhibit Table that may be purchased through Oracle or DLT Solutions at the pre-negotiated discount in increments as stated on the Expansion Exhibit Table.

B. Definitions

1. Enterprise Employee

Enterprise Employee is defined as all of your full-time, part-time, temporary employees and all of your agents, contractors and consultants. The quantity of the licenses required is determined by the number of Enterprise Employees and not the actual number of users. In addition, if you elect to outsource any business function(s), to another company, all of the full-time, part-time, temporary employees and agents, contractors and consultants that are providing the outsourcing services for you must be counted for the purposes of determining the number of Enterprise Employees.

2. Enterprise $M in Operating Budget

$M in Operating Budget is defined as one million U.S. Dollars of the end user's gross budget reflected in an audited statement from the end user's external accounting firm. The value of these program licenses is determined by the amount of Enterprise $M in Operating Budget. For these program licenses, the licensed quantity purchased must, at a minimum be equal to the amount of Enterprise $M in Operating Budget as of the effective date of the end user's order. If at any time the amount of Enterprise $M in Operating Budget exceeds the licensed quantity, the end user is required to order additional licenses (and technical support for such additional licenses) such that the amount of Enterprise $M in Operating Budget is equal to or less than the number of licensed quantity. You and the end user are not entitled to any refund, credit or other consideration of any kind if there is a reduction in the amount of Enterprise $M in Operating Budget. In addition, each year 90 days before the anniversary date of the end user's order, the end user is required to report to Oracle the number of Enterprise $M in Operating Budget as of such date.

3. Enterprise $M in Revenue

Enterprise $M in Revenue is defined as one million U.S. Dollars in all income (interest income and non-interest income) before adjustments for expenses and taxes generated by you during a fiscal year. The value of these program licenses is determined by the amount of Enterprise $M in Revenue. For these program licenses, the licensed quantity purchased must, at a minimum be equal to the amount of Enterprise $M in Revenue as of the effective date of your order. If at any time the amount of Enterprise $M in Revenue exceeds the licensed quantity, you are required to order additional licenses (and technical support for such additional licenses) such that the amount of Enterprise $M in Revenue is equal to or less than the number of licensed quantity. You are not entitled to any refund, credit or other consideration of any kind if there is a reduction in the amount of Enterprise $M in Revenue. In addition, each year 90 days before the anniversary date of your order, you are required to report to Oracle the number of Enterprise $M in Revenue as of such date.

4. Enterprise $M Revenue Under Management

Enterprise $M Revenue Under Management: is defined as one million U.S. dollars in all income (interest income and non-interest income) before adjustments for expenses and taxes generated by you during a fiscal year for the product lines for which the programs are used.

5. Enterprise $M in Cost of Goods Sold

Enterprise $M Cost of Goods Sold is defined as one million U.S. Dollars in the total cost of inventory that a company has sold during their fiscal year. If Cost of Goods Sold is unknown to

you then Cost of Goods Sold shall be equal to 75% of total company revenue. The value of these program licenses is determined by the amount of Enterprise $M Cost of Goods Sold. For these program licenses, the licensed quantity purchased must, at a minimum be equal to the amount of Enterprise $M Cost of Goods Sold as of the effective date of your order. If at any time the amount of Enterprise $M Cost of Goods Sold exceeds the licensed quantity, you are required to order additional licenses (and technical support for such additional licenses) such that the amount of Enterprise $M Cost of Goods Sold is equal to or less than the number of licensed quantity. You are not entitled to any refund, credit or other consideration of any kind if there is a reduction in the amount of Enterprise $M Cost of Goods Sold. In addition, each year 90 days before the anniversary date of your order, you are required to report to Oracle the number of Enterprise $M Cost of Goods Sold as of such date.

6. Enterprise $M in Freight Under Management

Enterprise $M Freight Under Management is defined as one million U.S. Dollars of the total transportation value of tendered orders for all shipments for a given calendar year during the term of the license. FUM shall include the combined total of actual freight purchased by you, plus the cost of freight for shipments managed by you (e.g., you are not purchasing transportation services on behalf of your clients but are providing transportation management services for your clients). Freight that is paid by a third party shall also be included in the FUM total (e.g., inbound shipments from suppliers to you with freight terms of prepaid). The value of these program licenses is determined by the amount of Enterprise $M Freight Under Management. For these program licenses, the licensed quantity purchased must, at a minimum be equal to the amount of Enterprise $M Freight Under Management as of the effective date of your order. If at any time the amount of Enterprise $M Freight Under Management exceeds the licensed quantity, you are required to order additional licenses (and technical support for such additional licenses) such that the amount of Enterprise $M Freight Under Management is equal to or less than the number of licensed quantity. You are not entitled to any refund, credit or other consideration of any kind if there is a reduction in the amount of Enterprise $M Freight Under Management. In addition, each year 90 days before the anniversary date of your order, you are required to report to Oracle the number of Enterprise $M Freight Under Management as of such date.

7. Enterprise FTE Student

Enterprise FTE Student is defined as any full-time student enrolled in your institution and any part-time student enrolled in your institution counts as 25% of an FTE Student. The definition of "full-time" and "part-time" is based on your policies for student classification. If the number of FTE Students is a fraction, that number will be rounded to the nearest whole number for purposes of license quantity requirements. The value of these program licenses is determined by the number of Enterprise FTE Students. For these program licenses, the licensed quantity purchased must, at a minimum, be equal to the number of Enterprise FTE Students as of the effective date of your order. If at any time the number of Enterprise FTE Students exceeds the licensed quantity, you are required to order additional licenses (and technical support for such additional licenses) such that the number of Enterprise FTE Students is equal to or less than the licensed quantity. You are not entitled to any refund, credit or other consideration of any kind if there is a reduction in the number of Enterprise FTE Students. In addition, each year 90 days before the anniversary date of your order, you are required to report to Oracle the number of Enterprise FTE Students as of such date.

DLT SOLUTIONS

Signature _____

Name _____

Title _____

Signature Date _____

Santa Ana Unified School District

Signature _____

Name _____

Title _____

Signature Date _____

Effective Date (to be completed by DLT Solutions)

_____

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Memorandum of Understanding for Special Schools Program with Orange County Department of Education for 2016-17 School Year**

ITEM: **Action**
SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**
PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

ITEM SUMMARY
• Contract starts: July 1, 2016 • Contract ends: June 30, 2017 • Historically, the OCDE Special Schools serve the District's secondary students who are deaf and hard of hearing and/or students with the most severe behavioral and intense needs.

The purpose of this agenda item is to seek Board approval of a Memorandum of Understanding (MOU) with the Orange County Department of Education (OCDE) in order to provide appropriate cost-effective special education services for the District's students requiring very intensive services, including secondary students who are deaf or hearing impaired.

For over 50 years the Special Schools unit of the Orange County Department Education has provided programs for the District's secondary students who are deaf and for students who are severely disabled. This year approximately 49 students - 25 students who are deaf and 24 who are severely disabled - will attend the Special Schools located at University High School and Venado Middle School for deaf students, as well as the Hillview Special Classes in Santa Ana and classes located on the Irvine High School campus for severely disabled students.

RATIONALE:

This MOU will provide for the continuation of services for the District's students in the OCDE Special Schools Program. Students' IEP teams have recommended the Special Schools as the most appropriate placement to meet their unique needs.

LCAP Goal 2.2: Support learning opportunities for current special education students as provided in their Individualized Education Programs (IEPs).

LCAP Goal 1.14: In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Education Programs (IEPs) for additional students above 2013-2014 baseline numbers.

FUNDING:

Special Education: Total not to exceed $2,548,796

This amount includes tuition of $47,704 for approximately 49 students and costs of $211,300 for additional instructional aide support for students with intensive needs.

RECOMMENDATION:

Approve the Memorandum of Understanding for Special Schools Program with the Orange County Department of Education for the 2016-17 school year.

DL:kq:cvl

Memorandum of Understanding Between

The Orange County Superintendent of Schools

And

"Santa Ana Unified School District"

2016-2017

The Orange County Superintendent of Schools, which operates the Division of Special Education Services within the Orange County Department of Education, hereinafter referred to as "OCDE" and the "Santa Ana Unified School District," herein referred to as "District," and collectively referred to herein as the "Parties," mutually agree as follows (Agreement):

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, OCDE may provide for the education of individual pupils in special education programs who reside in other districts or counties. The OCDE Division of Special Education Services operates the OCDE Special Schools Program to provide special education programs and services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2016, and ending June 30, 2017.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA). It is further acknowledged that the SELPA base year calculations for special education funding under Assembly Bill 602 (AB 602) include a dollar amount that is transferred back to the SELPA of residence for pupils served in special education programs prior to implementation of AB 602. The Parties acknowledge that both the distribution of these special education funds and the District's fiscal responsibility for students served outside the SELPA of residence are determined by the Local Plan of the SELPA of residence.

4. Scope of Program and Referral Process to OCDE

OCDE shall conduct special education programs and services for those eligible pupils of the District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the District and OCDE that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by OCDE. Prior to offering placement in any OCDE Special Schools Program, the District shall contact the appropriate OCDE Special Schools Principal to discuss a possible referral and the appropriateness of the OCDE Special Schools Program placement. If the referral seems appropriate, the District shall obtain from the parent authorization to release information to OCDE and submit an OCDE referral packet to the appropriate OCDE Special Schools Principal

as well as schedule a visitation with the parent. OCDE referral packets are available on-line at http://www.ocde.us/sped/Pages/default.aspx.

Upon review of the referral packet and site visit by parent, the OCDE Special Schools Principal and District representative will coordinate an IEP team meeting for purposes of discussing possible placement in an OCDE Special Schools Program. OCDE shall maintain and provide special education programs for District pupils during the 2016-2017 school year within the administrative parameters established by the Special Education Fiscal Advisory Committee. Class size ranges and student-adult ratios shall be maintained in a manner which allows OCDE to meet the programmatic, health and safety needs of the pupils.

5. Responsibility of School District of Residence

The District and OCDE acknowledge that the District, as the pupil's district of residence, maintains primary responsibility as the local education agency (LEA) to ensure the pupil receives a free appropriate public education. In the event a pupil participating in an OCDE Special Schools Program moves out of the District, the District shall immediately provide OCDE written notice of the pupil's change in residence, including the new school district of residence, if known. Similarly, OCDE shall immediately notify District in the event a parent reports a change in residence, including the new school district of residence, if known.

6. Annual and Triennial Reviews

The District shall be notified of annual reviews scheduled for its pupils participating in an OCDE Special Schools Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, recommendation for

home instruction, or a change in eligibility or services specified on the current IEP, a District representative who is authorized to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For pupils enrolled in an OCDE Special Schools Program who are participating in a general education program on the school site in the school district where the OCDE Special Schools Program is located ("Host District") OCDE will work with the Host District to provide a general education teacher at IEP team meetings. In the event the Host District is unable to provide a general education teacher for the IEP team meeting, the District agrees to provide a general education teacher unless otherwise waived in writing by the pupil's parent in accordance with the Individuals with Disabilities Education Act (IDEA) and State law. For all other pupils enrolled in an OCDE Special Schools Program, the District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and State law. Subject to approval by the pupil's parents, the general education teacher and/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by OCDE to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the District upon request. When requested by District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in OCDE is terminated.

7. Integration/Mainstreaming Opportunities

The Host District where OCDE Special Schools Programs operate often provide opportunities for pupils enrolled in an OCDE Special Schools Program to integrate with non-disabled typical peers during the school day. These opportunities are typically in non-core curriculum areas such as physical education, art, music, assemblies, recess and lunch. Some pupils enrolled in an OCDE Special Schools Program will participate in core curriculum activities for a portion of the school day in a program operated by the Host District, however, such pupils are supervised by OCDE staff at all times during such activities. In the event a pupil enrolled in an OCDE Special Schools Program is participating in core curriculum activities in a program operated by the Host District for more than 50% of the school day, the Host District will be reimbursed for any costs incurred resulting from such pupil's participation, upon OCDE's receipt of appropriate documentation of such costs.

8. Assessments/Independent Educational Evaluations

OCDE and District shall coordinate and collaborate in conducting assessments for pupils participating in an OCDE Special Schools Program. In the event OCDE staff is not available to conduct a requested assessment, OCDE shall notify the District and/or District's SELPA to assist in conducting such assessment(s). In the event a referral is made by a pupil's IEP team or a pupil's parent/guardian for an educationally related mental health services (ERMHS) assessment, OCDE shall immediately notify the District, and the District shall determine how to proceed with the requested ERMHS assessment.

In the event a request is made for an independent educational evaluation (IEE), OCDE shall immediately forward such request to the District and the District, in collaboration with OCDE,

shall determine how to respond to the request for an IEE. If the District receives a request for assessment or IEE for a student referred to or enrolled in an OCDE Special Schools Program, the District shall immediately notify OCDE of the request and collaborate with OCDE as to how to respond. OCDE and/or the District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

9. Pupil Count

A count shall be taken of the number of pupils enrolled in OCDE's Special Schools Program as of the first day of each calendar month, July 1, 2016 through June 1, 2017. A pupil shall be counted as "enrolled" in an OCDE Special Schools Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in an OCDE Special Schools Program, whichever occurs sooner. Pupils continuing in an OCDE Special Schools Program from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or district of residence. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, OCDE shall notify the district of residence and a determination shall be made regarding continuing enrollment. In the event either OCDE or District are informed that a pupil has been withdrawn by the parent from an OCDE Special Schools Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from an OCDE Special Schools Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year.

10. Definitions

a. "Special Education Fiscal Advisory Committee" shall be a committee comprised of the Orange County Special Education Local Plan Area Directors, Chief Business Officials representing each SELPA and OCDE representatives including the Chief of Special Education Services Division, Director of Special Schools and Programs, Business Administrator, and the Assistant Superintendent of Business Services, or designee.

b. "Regional Special Education Programs" are the special education classes and support services operated by OCDE for severely disabled and medically fragile pupils, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances and other eligible pupils.

c. "Regional Deaf/Hard of Hearing (D/HH) Program" shall include classes and services operated by OCDE for Deaf and Hard of Hearing pupils who are learning through total communication, utilizing sign language, note-takers, oral speech and residual hearing.

d. "Regional Oral Deaf Program" shall include classes and services operated by OCDE for Deaf and Hard of Hearing pupils who are learning through oral and written communication using oral speech, speech reading, residual hearing, auditory devices and cochlear implants.

e. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to regional programs operated by OCDE Special School Programs under this Agreement. For the purposes of this Agreement:

f. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of OCDE Special Schools Programs.

g. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

h. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

11. Funding

In consideration of the enrollment of pupils in special education programs conducted by OCDE, the SELPA and/or the school district transferring pupils to the regional programs operated by OCDE agree to pay the average cost per pupil based on expenditure categories and ratios reviewed by the Special Education Fiscal Advisory Committee and shall provide for program funding as follows:

a. The District shall be responsible for the Average Cost per Pupil in an OCDE Special Schools Program, including the Regional Deaf/Hard of Hearing Program, multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils including, but not limited to Revenue Limit, AB 602 funds, and Federal I.D.E.A. Local Assistance Grant funds. The District shall be responsible for the Average Cost Per Pupil in the Regional Oral Deaf Program multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils including, but not limited to Revenue Limit, AB 602 funds, and Federal I.D.E.A. Local Assistance Grant funds.

b. Special Circumstance Assistant (SCA). The District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the District.

c. The following documents shall be used as a basis for all figures reported:

(1) Various Program Cost Reports

(2) State Form 01

(3) In-House Accounting Reports

d. OCDE Special Schools Program income and expenditures shall be listed in accordance with The California School Accounting Manual Standardized Account Code Structure for Special Education as of April 19, 1999, with a summary page as shown in Appendix A, incorporated herein.

e. Indirect cost for Special Education Programs operated by OCDE shall be at the State approved rate not to exceed 7.5% of total Program expenditures.

f. OCDE shall bill the District on a monthly basis and forward invoices to the District's accounting department.

12. Related Services/Designated Instructional Services (DIS)/Supplementary Aids

OCDE provides the following related services as part of its Special Schools Programs: Speech-Language Pathology Services, Adapted Physical Education, Physical Therapy, Occupational Therapy, Health and Nursing, Specialized Physical Health Care, Vocational Counseling, Adult Transition, Assistive Technology/Alternative Augmentative Communication, Vision Training, Orientation and Mobility, Behavior Management/Intervention and

Psychological Counseling. In addition to the above, as part of its Regional D/HH Program and Regional Oral Deaf Program, OCDE provides Audiological services and Sign Language Interpreters. Any other related services or supplementary aids necessary for the pupil to benefit from the special education program, including but not limited to ERMHS, and low incident services and equipment, shall be provided by the District or as otherwise agreed to by OCDE and the District. Translator services at IEP team meetings and/or translation of documents shall be provided by the District or as otherwise agreed to by OCDE and the District. In addition, OCDE shall separately bill the District for the services provided by an SCA as required by the pupil's IEP.

13. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A District representative who is authorized by the District's Director of Special Education to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the District or as otherwise agreed to by OCDE and the District. In the event the pupil is hospitalized in a facility located outside of the District, it is the District's

responsibility to inform the parent that instruction will be provided in accordance with Education Code section 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from OCDE in order for the District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event OCDE and the District agree that OCDE will provide in-home or hospital instruction to the pupil, OCDE shall separately bill the District for such services.

14. Transportation

a. Transportation by the Orange County Department of Education

The District shall provide transportation for its pupils participating in an OCDE Special Schools Program unless otherwise agreed between the District and OCDE. In the event OCDE agrees to transport a pupil, the District shall be responsible for the difference between the Direct and Direct Support Cost of home-to-school transportation as shown on the annual State Transportation Report plus one percent (1%) indirect support costs and the State transportation allocation received by the OCDE on a per pupil basis pursuant to Appendix B, incorporated herein. The District shall pay for the full cost of one-on-one transportation assistants as specified in the pupil's IEP. In the event OCDE is transporting five or more District pupils from one Special Schools Program site, the District shall provide OCDE written notice on or before December 1 of each year of any proposed changes in the number of students requiring OCDE transportation for the following school year. Absent appropriate notice from the District of any proposed change in transportation for the following school year, the District may be solely responsible for funding the costs related to such change in transportation. Similarly, OCDE shall

provide the District written notice on or before December 1 of each year of any proposed changes in OCDE's transportation services, not including cost projections, for the following school year.

b. Transportation by District

Districts transporting pupils to an OCDE Special Schools Program shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the District for additional costs incurred by OCDE related to such delays.

15. Due Process and Complaints

OCDE and District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in an OCDE Special Schools Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event OCDE is named as the sole LEA in a due process complaint, OCDE and District agree that District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

OCDE and District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other State and/or federal governmental body or agency.

16. Estimated Billing

The estimated billing for 2016-2017 will be based on actual information for 2015-2016 plus COLA as set forth in the most current State Budget plus any budgeting projections for step and column, and salary and benefit increases.

17. Final Accounting

An accounting accompanied by completed Appendices A and B with appropriate supporting documentation shall be sent to each District by September 15 of the following year. In addition, OCDE shall provide a quarterly expenditure report to the District's Director of Special Education. Corrections to prior year OCDE Special Schools Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the District affected by the correction or adjustments.

18. Projected Enrollment/Facilities and Staffing Needs

In order to assist OCDE in planning for both facilities and staffing needs for its programs, each District shall submit to OCDE, in writing, on or before December 1 of each year, the projected number of pupils expected to be transferred to OCDE programs for special education and support services in the following school year. Absent a projection, the number of District pupils reported in the current year December 1 Federal Pupil Count shall be used for facilities, staffing and budget planning by OCDE for the following school year. In the event the District intends to withdraw five (5) or more pupils from a specific OCDE Special Schools Program site or enroll five (5) or more pupils in a specific OCDE Special Schools Program site for the following school year, the District shall notify OCDE in writing of such intention on or before

December 1 of each year. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration. Absent appropriate notice from the District of any proposed change in enrollment in an OCDE Special Schools Program site for the following school year, the District may be solely responsible for funding the costs related to such change in enrollment.

If the District is a Host District for any OCDE Special Schools Program, the District shall submit to OCDE, in writing, on or before December 1 of each year, notice of any proposed facilities projects, including but not limited to modernization or new construction projects at the school site where the OCDE Special Schools Program is located, as well as any potential impact such projects may have on the operation of an OCDE Special Schools Program, including opportunities for integration with typical peers at the Host District school site. In the event any such project would require relocation of an OCDE Special Schools Program, the District shall provide OCDE with at least one (1) year prior written notice to allow OCDE sufficient time to plan accordingly. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration.

In the event OCDE intends to close an OCDE Special Schools Program in which District pupils are enrolled, OCDE shall notify the District in writing of such intention on or before December 1 of each year.

19. Program Cost for 2016-2017

On or before fifteen (15) days after the release of the May revise each year, the Orange County Superintendent of Schools shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average

Cost per Pupil for pupils enrolled in OCDE Special Schools Programs based on the Projected Enrollment data, and provide it to District Student Services and Business Directors.

20. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have be duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

OCDE:

Orange County Department of Education
Special Education Division
200 Kalmus Drive
Costa Mesa, CA 92626
Attn: **Dennis Roberson**
Chief, Special Education Services
Fax: (714) 545-6312
Phone: (714) 966-4133

District:

Santa Ana Unified School District
1601 East Chestnut Ave.
Santa Ana, CA 92701
Attn: Doreen Lohnes, Asst. Superintendent,
Support Services
Fax: 714-480-5311
Phone: 714-558-5832

21. No Waiver

The failure of OCDE in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

22. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the District, OCDE agrees to hold harmless, indemnify and defend the District and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with OCDE's performance of services during the term of this Agreement. To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of OCDE, the District agrees to hold harmless, indemnify and defend OCDE and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the District's performance of services during the term of this Agreement.

23. Complete Agreement

This Agreement is the complete Agreement of the Parties. Any amendments hereto shall be in writing and shall be dated and executed by both Parties.

24. Applicable Law

This Agreement is governed by California state and federal law, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

25. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile signatures shall be deemed as binding as original signatures.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed.

APPROVED BY:

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
OCDE – [NAME]

BY: _____
(Authorized Agent)

DATE: _____

_____
DISTRICT – [NAME]

BY: _____
(Authorized Agent)

DATE: _____

DATE APPROVED BY COUNTY SUPERINTENDENT OR DISTRICT BOARD:

_____

cc: SELPA

APPROVED AS TO FORM:

DATE: May 5, 2016

LYSA M. SALTZMAN, COUNSEL
ORANGE COUNTY DEPARTMENT OF EDUCATION

BY _____ ATTORNEY

Orange County Department of Education
Special Schools Program

2016-17 Preliminary Budget (B1) 2015-16 average enrollment 433.2 2016-17 proj average enrollment 425	Object Code	2014-2015 Unaudited Actuals	2015-16 Adopted Budget	2015-16 Estimated Actual	2016-17 Adpoted Budget
Restricted Fund Balance Low Incidence	9791	325,118.08	249,018	221,425	221,425
Reserve for Economic Uncertainty	9791	954,842.00	872,648	1,010,976	900,167
Adjustment to ending balance					
Total Beginning Balance	**9791**	**1,279,960**	**1,121,666**	**1,232,401**	**1,121,592**
Revenue					
Prin Apport State Aid-Prior Year	8019				
AB602 Allocation	8097	1,635,331.00	1,644,060	1,588,280	1,644,060
AB602 Allocation		**1,635,331.00**	**1,644,060**	**1,588,280**	**1,644,060**
Prior Year Apportionment	8319	26,400.00			
Other State Revenue	8590				
Other State Revenue		***26,400***	-	-	
Interagency Fees Bill Back to Districts	8677	20,250,312.92	19,583,465	19,427,741	20,274,204
Interagency Fees Special Circumstance Aids	8677	4,687,289.41	4,493,738	4,627,043	4,627,043
Interagency Fees - Contracts	8677		86,050	107,447	85,700
Other revenue	8631				
Registration & Misc. Fee	8689			5,390	
Other Local Revenue/EE contract	8699	16,218.87	193,665	253	
Other Revenue/Tuition	8710	3,042,693.86	3,657,155	3,657,155	3,657,155
Other Local Revenue		**27,996,515.06**	**28,014,073**	**27,825,029**	**28,644,102**
Contribution from Unrestricted	8980				
Contribution for Indirect	8981	471,000.28	483,461	487,007	515,821
Contribution frm Special Ed/absence factor	8986	441,951.00	441,951	441,951	441,951
Contribution from Restricted	8990	83,106.50	86,888	117,227	117,227
Contribution to Restricted Routine Maint.	8991	(118,300.00)	(366,231)	(366,231)	(366,231)
Contribution to Food Services	8992	(159,346.35)	(162,032)	(193,113)	(195,965)
Contribution to Special Ed	8993				
Total Contributions		**718,411.43**	**484,037**	**486,841**	**512,803**
Total Revenue		***31,656,617.57***	***31,263,836***	***31,132,551***	***31,922,557***

Orange County Department of Education
Special Schools Program

Exhibit A-DRAFT

2016-17 Preliminary Budget (B1) 2015-16 average enrollment 433.2 2016-17 proj average enrollment 425	Object Code	2014-2015 Unaudited Actuals	2015-16 Adopted Budget	2015-16 Estimated Actual	2016-17 Adpoted Budget
Expenditures					
Teachers Salaries	1100	5,846,929.99	6,004,563	6,106,376	6,137,032
Pupil Support Salaries	1200	1,169,518.57	1,382,359	1,317,636	1,318,059
Supervisor/Administrators	1300	884,065.03	981,982	922,406	987,611
Other Certificated	1900	1,196,521.72	1,272,668	1,199,908	1,187,210
Total Certificated		**9,097,035.31**	**9,641,572**	**9,546,326**	**9,629,912**
Instructional Assistants	2100	6,849,974.59	7,008,885	7,263,062	7,350,503
Classified Support Salaries	2200	614,933.87	641,270	665,075	671,139
Supervisors/Managers	2300	470,356.21	472,314	530,443	548,755
Clerical/Technical	2400	692,233.38	714,291	704,194	749,434
Short term Sub	2900	(258.94)	150	150	150
Total Classified		**8,627,239.11**	**8,836,910**	**9,162,924**	**9,319,981**
STRS/PERS	3100-3200	1,769,449.21	1,976,089	1,946,255	2,196,523
Medicare and PARS	3300	245,782.41	255,867	270,610	268,451
Health and Welfare	3400	4,536,142.04	4,941,773	4,534,195	4,742,190
Unemployment	3500	8,800.23	9,236	9,554	9,498
Worker's Comp	3600	322,987.23	365,799	401,523	398,708
PERS Reduction	3800				
Life Insurance/Other	3900	45,975.62	47,715	33,578	30,967
Total Benefits		**6,929,136.74**	**7,596,479**	**7,195,715**	**7,646,337**
Textbooks	4100	1,302.00	1,800	-	1,200
Other Books	4200	2,363.85	1,465	1,800	1,796
Materials and Supplies	4300	307,148.70	292,425	318,728	328,191
NonCapitalized Equipment	4400	34,891.08	45,752	29,633	37,860
Total Books and Supplies		**345,705.63**	**341,442**	**350,161**	**369,047**
Travel and Conference	5200	109,620.57	117,728	110,546	109,441
Dues and Membership	5300	406.92	1,000	1,080	1,080
Utilities	5500	146,049.40	168,517	188,727	190,790
Rents/Leases/Repairs	5640	341,757.09	410,631	420,466	408,370
Repairs/Maintenance	5600	119,855.73	62,025	122,939	79,348
Transfer of Direct Costs	5700	42,623.22	47,317	44,444	44,643
Professional/Consulting Services	5800	289,513.55	212,074	194,376	220,273
Communications	5900	68,975.95	64,974	66,911	63,718
Total		**1,118,802.43**	**1,084,266**	**1,149,489**	**1,117,663**
Improvement on Sites	6100				
Buildings	6200	142,827.77	106,203	64,604	106,203
Capitalized Equipment	6400/6500	15,243.04	6,000	-	6,000
Total		**158,070.81**	**112,203**	**64,604**	**112,203**
Support Costs	7340	1,952,210.13	2,015,141	2,049,343	2,105,446
Support Contributions	7341	471,000.28	483,461	487,007	515,821
IFT Out-Other Authorized IFT	7619				
Total Support		**2,423,210.41**	**2,498,602**	**2,536,350**	**2,621,267**
Total Expenditures		***28,699,200.44***	***30,111,474***	***30,005,569***	***30,816,410***
Restricted Fund Balance Low Incidence	9780/9740	221,424.62	249,018	221,425	181,655
Reserve for Economic Uncertainty	9780/9740	860,976	903,344	900,167	924,492
Ending Fund Balance		**2,957,417**	**1,152,362**	**1,126,982**	**1,106,147**
Total Bill Back		18,375,296	19,583,465	19,427,741	20,274,204
Average Enrollment		454.08	442	433	425
Estimated Bill Back per Pupil		**40,467**	**44,306**	**44,847**	**47,704**
Proposed Refund to District		**3,798.93**			
Actual Billing		**36,668.16**			

		2016-17
1. Average number of pupils transported		267
2. Maximum number of billable days		202
3. Classified Salaries	$	86,461
4. Employee Benefits	$	27,425
5. Supplies	$	50
6. Travel/Conferences/Dues/Memberships	$	1,384
7. Other Expenses	$	-
8. Contracts with Private Contractors (5100)	$	4,352,922
9. Payments to Private Carriers (5830)	$	25,000
10. Other Services/Operating Expenses	$	156
11. Equipment/Replacement	$	-
12. Therapy Transportation		
Subtotal Direct Costs	$	4,352,922
13. Direct Support costs	$	140,476
14. Total Direct/Direct Support Costs		3.23%
15. Indirect Support Costs @ 1%	$	1,405
16. Total Transportation Cost Allocation	$	4,494,803
17. State Transportation Entitlement Projected Reduction	$	1,626,235
18. Beginning Fund Balance	$	-
Total	$	1,626,235
19. Excess Transportation Cost	$	2,868,568
19a. *Per Pupil Excess Cost Line19/Line1	$	**10,744**
19b. *Per Day Excess Cost Line19a/Line2		**53.19**

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Project Budget and Scope of Work and Authorization to Award Contract to HMC Architects for the Santa Ana High School Conservatory Project – Phase 1, and Conservatory Master Plan**

ITEM: **Action**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Jessica Mears, Senior Facilities Planner**

BACKGROUND INFORMATION:

Staff recommends Board approval of the budget and scope of work for Phase 1 of the Santa Ana High School Conservatory Project. Staff also recommends approval to award a contract to HMC Architects for the design and architectural fees for the project.

ITEM SUMMARY:

- Phase 1 scope of work: Add dance floor and replace orchestra pit.
- Budget: $191,111
- Award architectural contract to HMC Architects for Phase I (above) and, develop a Conservatory Master Plan

RATIONALE:

Phase 1 of the Santa Ana High School (SAHS) Conservatory Project involves 1) immediate improvements needed for the 2016-17 school year, and 2) master planning of the long-term improvements to ensure the facilities meet the needs of the conservatory program. Improvements for 2016-17 include installation of a new sprung dance floor and replacement orchestra pit. Staff recommends award of contract to HMC Architects for design and master planning of the long-term improvements. HMC is on the District's list of pre-approved architectural firms and has extensive knowledgeable of the school's infrastructure since the firm completed the 2012 modernization. Upon completion of the SAHS Conservatory Master Plan, the scope of work and cost estimate will be brought to the Board for review and approval.

Supports LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

Supports LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

General Fund (One-time funds): $191,111

RECOMMENDATION:

Approve the project budget and scope of work and authorize staff to award contract to HMC Architects for the Santa Ana High School Conservatory Project – Phase 1, and Conservatory Master Plan.

OW:rb

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Approval of Submission of Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for 2016-17 School Year Funding**

ITEM: **Action**
SUBMITTED BY: **Michelle Rodriguez, Ed.D, Assistant Superintendent, K-12 Teaching and Learning**
PREPARED BY: **Don Isbell, Director, Career Technical Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the submission of the Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) application for the 2016-17 school year funding.

ITEM SUMMARY

- Focus on STEM education development
- Updating automotive facilities
- Focus on CTE high school to college transition
- Updating CTE curriculum to increase academic rigor

RATIONALE:

The District has been allocated $509,537 for Career Technical Education (CTE) through funding from Perkins IV. The California Department of Education has granted authorization to expend the funds effective July 1, 2016 through June 30, 2017.

The focus of the grant this year will be to continue to expand and enhance Science, Technology, & Math (STEM) related college and career pathways in areas that focus on STEM careers and to enhance and align our intermediate school program to support our high school pathways. In addition, funds will be allocated to promote the continuous improvement of CTE programs and services through the alignment of State Standards, curricula, assessments, articulation agreements, and professional development ensuring that all students have access to CTE courses and career pathways. Funds will also be used to update labs and equipment to better meet the training needs of our students and to prepare them to be both college and career ready.

FUNDING:

Perkins Funds: $509,537

RECOMMENDATION:

Approve the submission of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 application for the 2016-17 school year funding.

MR:DI:ez

GRANT SUMMARY

Title:	Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for Funding for Funding for 2016-17 School Year
Funding Source:	Carl D. Perkins Career and Technical Education Improvement Act of 2006
Due Date	May 31, 2016
Contact Person:	Don Isbell, CTE Director
Amount/Duration:	CA Department of Education will expend funds of $509,537 from July 1, 2016 through June 30, 2017
Target Population (e.g., Grade Level/s):	Grades 9-12
Budget Impact:	Perkins IV Grant Award : $509,537
Indirect Rate:	5.00%
Personnel Impact:	CTE administration, teachers and classified staff are involved in the administration of the grant.
Grant Program Description	
Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) authorizes federal funding assistance to secondary career technical education (CTE) programs for the nine fiscal years beginning on July 1, 2007, and ending on June 30, 2017. As a condition of receiving these funds, eligible recipients must submit fiscal year plans that provide required descriptions and assurances related to the administration and use of the funds.	
Goals/Objectives:	The main goals for the 2016-17 program year includes: • Continue to expand the CTE programs of study in STEM at both our high schools and intermediate schools. • Support CTE counseling processes and procedures for students transitioning to college. • Support CTE teachers with access to a program specialist to support pathway alignment/growth and competition support. • Update equipment in automotive labs to meet current industry expectations and to expand options for students to receive industry recognized certifications. • Purchase updated equipment for the digital media program. • Incorporate technology training, google classroom and Canvas training in staff development. • Curriculum development for UC key assignments and support of developing digital content. • Include academic and CTE content in a coordinated, non-duplicative progression of courses in all future course development. • Expand opportunities for students to earn industry-recognized credential or certificate at the postsecondary level. • Expand opportunities for students AP credit and add college classes as capstone courses to CTE pathways.
Activities:	• Provide staff development to CTE staff. • Provide students access to CTE courses and career pathways through the alignment of Common Core State Standards, curricula, assessments, articulation agreements, and professional development. • Provide CTE training to school sites at Educating for Careers conference.

AGENDA ITEM BACKUP SHEET
June 28, 2016

Board Meeting

TITLE: **Board Policy 1330 – Use of School Facilities (Revised: For Adoption)**

ITEM: **Action**
SUBMITTED BY: **Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations**
PREPARED BY: **Andy Putney, Interim Director, Building Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board for adoption Board Policy (BP) 1330 – Use of School Facilities.

ITEM SUMMARY:
• Revisions are proposed to align with current Facilities Usage Fee Justification Study

RATIONALE:

California law permits the governing board of a school district to grant the use of school buildings or grounds for public use. The Board may also establish terms and conditions of usage and charge reasonable fees to recover direct costs associated with facility use, maintenance, and operation.

A Facilities Usage Fee Justification Study was prepared on June 10, 2016. The Board Policy and Administrative Regulation are being revised to reflect relevant terms and conditions of usage and updated fees.

LCAP Goal 3.3: Establish processes that support maintaining current facilities (school safety and maintenance).

LCAP Goal 3.4: Support school and district operations to create welcoming and productive school environments.

LCAP Goal 3.10: Support the enhancement of school climate through smooth operations and processes.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt the revised Board Policy 1330 - Use of School Facilities.

OW:rb

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 1330(a)

Community Relations

Use of School Facilities

The Governing Board recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities. (cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act.

California law permits the governing board of a school district to grant the use of school buildings or grounds for public use. The Board may also establish such terms and conditions of usage as it deems proper, subject to the limitations, requirements, and restrictions set forth in the Education Code of the State of California.

Civic Center activities will be scheduled during non-school hours. All facility use outside the normal school day must have approved permits; these include **all District or** school-sponsored activities conducted after regular school hours.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. Encourage and assist groups desiring to use school facilities for approved activities.

2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary.

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

Fees

The Board **has determined** ~~believes~~ that the use of school facilities or grounds should not result in costs to the District. The Board shall charge usage fees to ensure that the District is (i) recovering the costs for making facilities available and (ii) charging fees ~~that~~ **which** do not exceed the ~~cost~~ **expenses** incurred by the District **as allowed by law**.

The District shall base usage fees on recommendations made through conducting a facilities usage fee justification study. The District shall periodically review the study and determine if the cost assumptions reflect the actual costs incurred by the District at that time of the study**, and update fees and charges as needed.** ~~If necessary, the District shall update the calculations through application of current cost information that takes into account the current cost impact.~~

Revenues From the Use of Facilities

1. Will be placed in a designated Civic Center Account for the ~~specific school site~~ **reimbursement of costs, repairs, maintenance, and replacement cost of the facility as specified by law.**

~~2.~~ Once expenditures are met, remaining revenue will be assigned for **use by the specific school site.** ~~repairs and maintenance of District facilities.~~

3. All revenue and expenditures will be tracked by specific use at each designated school site.

(Legal Reference next page)

Legal Reference:

EDUCATION CODE

10900-10914.5	Community recreation programs
38130-38138	Civic Center Act: use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608	Alcoholic beverage on school premises

UNITED STATES CODE, TITLE 20

7905	Equal access to public school facilities

COURT DECISIONS

Good New Club v. Milford Central School, (2001) 533 U.S. 98
Lamb's Chapel v. Center Moriches Union Free School District, U.S. 384
Cole v. Richardson, (1972) 405 U.S. 676
Connell v. Higgenbotham, (1971) 403 U.S. 207
ACLU of So. Calif. V. Board of Education of Los Angeles, (1961)55 Cal.2d 167
Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)
79 Ops.Cal.Atty.Gen. 248 (1996)

Adopted: (7-76 6-78 8-01 10-05 8-12 03-14) 06/28 Santa Ana, CA

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 1330(a)

Community Relations

Use of School Facilities

The Governing Board recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities. (cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act.

California law permits the governing board of a school district to grant the use of school buildings or grounds for public use. The Board may also establish such terms and conditions of usage as it deems proper, subject to the limitations, requirements, and restrictions set forth in the Education Code of the State of California.

Civic Center activities will be scheduled during non-school hours. All facility use outside the normal school day must have approved permits; these include all District or school-sponsored activities conducted after regular school hours.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. Encourage and assist groups desiring to use school facilities for approved activities.

2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary.

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

Fees

The Board has determined believes that the use of school facilities or grounds should not result in costs to the District. The Board shall charge usage fees to ensure that the District is (i) recovering the costs for making facilities available and (ii) charging fees which do not exceed the expenses incurred by the District as allowed by law.

The District shall base usage fees on recommendations made through conducting a facilities usage fee justification study. The District shall periodically review the study and determine if the cost assumptions reflect the actual costs incurred by the District at that time of the study, and update fees and charges as needed.

Revenues From the Use of Facilities

1. Will be placed in a designated Civic Center Account for the reimbursement of costs, repairs, maintenance, and replacement cost of the facility as specified by law.

2. Once expenditures are met, remaining revenue will be assigned for use by the specific school site.

3. All revenue and expenditures will be tracked by specific use at each designated school site.

(Legal Reference next page)

Legal Reference:

EDUCATION CODE

10900-10914.5	Community recreation programs
38130-38138	Civic Center Act: use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608	Alcoholic beverage on school premises

UNITED STATES CODE, TITLE 20

7905	Equal access to public school facilities

COURT DECISIONS

Good New Club v. Milford Central School, (2001) 533 U.S. 98
Lamb's Chapel v. Center Moriches Union Free School District, U.S. 384
Cole v. Richardson, (1972) 405 U.S. 676
Connell v. Higgenbotham, (1971) 403 U.S. 207
ACLU of So. Calif. V. Board of Education of Los Angeles, (1961)55 Cal.2d 167
Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)
79 Ops.Cal.Atty.Gen. 248 (1996)

Adopted:(7-76 6-78 8-01 10-05 8-12 03-14) Santa Ana, CA

Santa Ana Unified School District

Facilities Usage Fees

June 10, 2016

DOLINKA GROUP

The California Department of Education States:

California Department of EDUCATION

Change Text Size: A A A

Search GO

Advanced | Site Map | A-Z Index

Curriculum & Instruction | Testing & Accountability | Professional Development | Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

Home » Resources » Laws & Regulations » California Laws & Codes

Printer-friendly version

Public Access - *CalEdFacts*

This content is part of California Department of Education's information and media guide about education in the State of California. For similar information on other topics, visit the full *CalEdFacts*.

Public Records Act—*Government Code* Section 6250 et seq.

Public records include any written information that is prepared, owned, used, or retained by any state or local agency (such as a county, city, or school district) and is related to the conduct of public business, regardless of the physical form or characteristics of the public business. Public records are open to inspection at all times during the office hours of the state or local agency. Every person has the right to inspect any public record and obtain a copy for a fee unless, pursuant to specific statutory standards, it must be kept confidential. Agency regulations may be adopted stating the procedures to be followed when making records available.

Open Meetings (Brown Act)—*Government Code* Section 54950 et seq. and *EC* sections 35145 and 35145.5

Generally, public agencies are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for agencies to meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in a closed (rather than open) session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may include items on the agenda for consideration; and (2) permit the public to address the board regarding items on the agenda as they are deliberated. These regulations do not preclude the board from addressing matters that are not on the agenda but that a member of the public wishes to bring before the board, provided that no action is taken on such matters at the same meeting during which the testimony is taken.

Civic Center Act—*EC* Section 38130 et seq.

Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law.

Pupil Records—*EC* Section 49060 et seq.

Except for certain directory information, such as students' names, addresses, telephone numbers, and certain other information that is disclosable by the school district, pupil records cannot be disclosed without parental consent (except to certain specified governmental entities and school employees). Parents have absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer pupil records to each other when students change schools. School districts must notify parents of their rights under the pupil records law (*EC* Section 49063).

Grades—*EC* sections 49066 and 49070(b)

The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Promotion and Retention—*EC* sections 48070 and 48070.5

School districts shall adopt policies regarding the promotion and retention of students pursuant to the standards in *EC* Section 48070.5. The student's parent shall be given an opportunity to consult with the school principal and the responsible teacher or teachers before a decision to promote or retain is made and to appeal the decision. There will be notification when a student is identified as being at risk of retention.

The text of these laws is available on the California Law Web site (Outside Source).

> *Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law.*

Senate Bill No. 1404 Civic Center Act

Legislative Intent- Economic Impact

- The ability of school districts to maintain their facilities and grounds has been jeopardized due to severe budget cuts in recent years and the current economic climate in which school districts now operate.
- The benefits of the Act include a mechanism by which school districts may recover costs related to the depreciation of school facilities, for the use of those facilities by non-school district users. New use fees collected as capital direct costs will contribute to the school district's cost to maintain, repair, restore, and refurbish school facilities and grounds, such that they continue to exist in a condition of good repair that serves the school and community.

CA Ed. Code 38130 *Civic Center Act*

The California Civic Center Act was enacted in 1917:

- Provided the legal basis for the provision of school facilities as civic centers.
- Provided school districts with guidelines for charging usage fees.

Three Main Categories of Usage Fees

38134 (a)

The governing board of a school district shall authorize the use of school facilities or grounds under its control by a ***nonprofit organization, and clubs or associations organized to promote youth and school activities***.

38134 (c)

The governing board of any school district may charge an amount not to exceed its direct costs for use of its school facilities by any entity, including ***a religious organization or church, that arranges for and supervises sports league activities for youths.***

38134 (e)

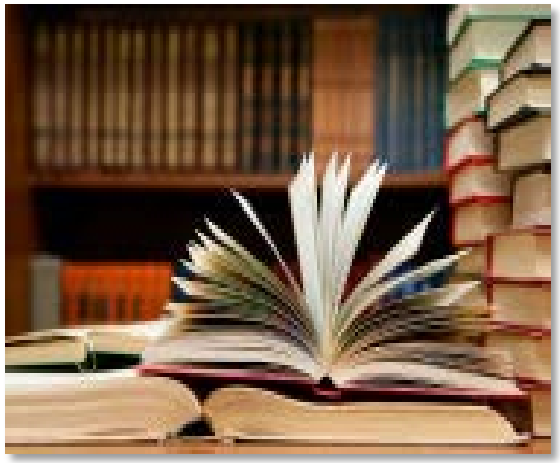
In the case of ***entertainments or meetings where admission fees are charged or contributions are solicited*** and the net receipts are not expended for the welfare of the pupils of the school district or for charitable purposes, a charge shall be levied for the use of school facilities or grounds which charge shall be equal to fair rental value.

Example of Fee Classifications *Fee Groups*

Item	Description	Example
Group I	Applies to groups whose primary purpose and activities are in direct support of the School District and/or SAUSD programs	Girls Scouts, Boy Scouts, Camp Fire USA, YMCA, PTAs, school foundations, booster clubs, recognized employee organizations/ associations, civic and religious orgs that promote school activities, and governmental agencies subject to the School District's discretion
Group II	Applies to religious organizations or churches that arrange for and supervise sports league activities for youths-as well as other non-profit/fundraising groups whose activities are not directly beneficial to SAUSD youth or school activities	Organized youth sports leagues, "other" non-profits and fundraising groups
Group III	Applies to events where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of SAUSD or for charitable purposes	Adult activities/sports leagues, commercial entertainment groups etc…

Capital Direct Costs *What are they?*

Limited to non-classroom space (e.g. multipurpose room, playfields, etc…)



A share of the costs for maintenance, repair, restoration, and refurbishment of the school facilities or grounds proportional to an entity's use

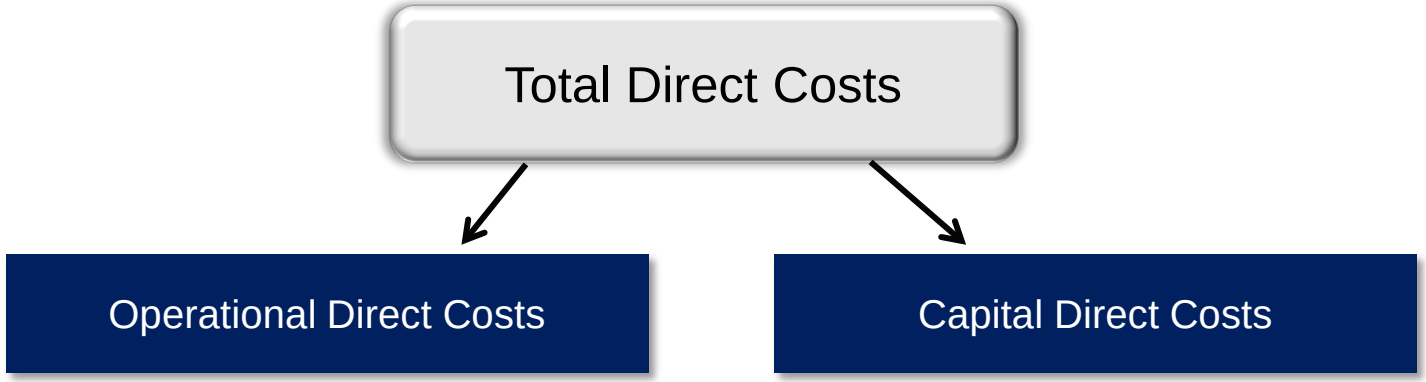
May not be applied to classroom-based programs: 50% of activities conducted in a classroom

Operational Direct Costs

Methodology: determining the public's proportional share of "Direct Cost"

Costs	Details/Definitions
Utilities	Apportioned » Electricity » Water » Gas » Trash » Sewer
Maintenance & Supply	Apportioned maintenance/custodial personnel and supplies related to the upkeep and operation of indoor and outdoor facilities
Administrative	Prorated annual salary and benefits paid to the school district employee directly associated with administering facility use permits
Annual Property & Liability Insurance	Apportioned between indoor and outdoor facilities

Total Direct Costs *Definitions*



Operational Direct Costs

include the estimated costs of supplies, utilities, janitorial services, services of school district employees and/or contracted workers, and salaries and benefits paid to school district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities or grounds.

Capital Direct Costs

include the estimated expected costs to maintain, repair, restore, or refurbish a school facility at the end of its useful life.

"Substitute the estimated cost to replace a school facility or grounds when maintenance, repair, restoration or refurbishment would not be practicable or cost effective."

Operational Direct Costs

Methodology: determining the public's proportional share of "Direct Cost"

Step 1

Annual Indoor Operational Costs

÷

Total Square Feet for all Indoor Facilities

=

Annual Indoor Operational Cost per Square Foot

✖

Average Facility Square Footage

=

Annual Operational Direct Costs

Example: Large Theatre

$$\frac{\$22,898,260.00}{4,862,789} = \$4.71$$

15,800 x $4.71

= **$74,400.21**

Step 2

Average Public Use Hours per Facility

÷

Total School District Use Hours

+

Average Public Use Hours per Facility

=

Public's Share of Facility Usage

Example: Large Theatre

$$\frac{402.50}{1,800 + 402.50}$$

= **18.27%**

Step 3

Public's proportional use share

✖

Annual Operational Direct Costs

=

Public's Share of Operational Direct Cost

÷

Public use hours

=

Public's Share of Operational Direct Costs per hour

Example: Large Theatre

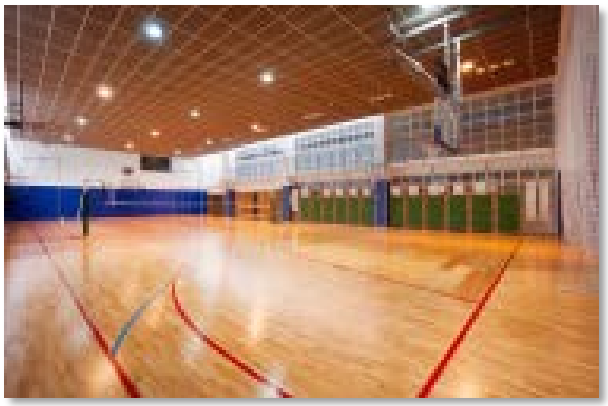
18.27% x $74,400.21 = $13,569.41

$$\frac{\$13,569.41}{402.50}$$

= **$33.78**

Capital Direct Costs *Large Theatre Example*

How do you quantify the Large Theatre's expected estimated costs for maintenance, repair, restoration, and refurbishment at the end of its useful life?



Because it may not be practicable or cost effective to quantify these expected cost estimates for each facility available for rent by the School District, the Act provides for the substitution of the estimated costs to replace a facility in lieu of the expected maintenance, repair, restoration, and refurbishment estimates

Capital Direct Costs

Methodology: determining the public's proportional share of "Direct Cost"

Step 1

Facility Replacement Costs

÷

Facility Life Expectancy

=

Annual Capital Direct Costs

Example: Large Theatre

$5,735,400
30

= **$191,180.00**

Step 2

Annual Capital Direct Costs

✖

Public's Share of Facility Usage

=

Public's Share of Capital Direct Cost

Example: Large Theatre

$191,180.00 x 18.27%

= **$34,937.55**

Step 3

Public's Share of Capital Direct Cost

÷

Average Public Use Hours

=

Public's Share of Capital Direct Cost per Hour

Example: Large Theatre

$34,937.55
402.50

= **$86.80**

Step 4

Public's Share of Operational Direct Costs per Hour

+

Public's Share of Capital Direct Cost

=

Total Direct Costs

Example: Large Theatre

$33.78 + $86.80

= **$120.58**

Fair Rental Value Costs

Section 38134(2) of the Education Code

> *"Direct costs to the School District, plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized."*

Fair Rental Value Costs = Amortized Cost + Total Direct Costs

Fair Rental Value Costs

Methodology

Step 1

Facility Replacement Costs

÷

Facility Life Expectancy

=

Annual Amortized Cost

Example: Large Theatre

$5,735,400.00
30

= **$191,180.00**

Step 2

Annual Amortized Cost

✖

Public's Share of Facility Usage

=

Public's Share of Amortized Cost

Example: Large Theatre

191,180.00 x 18.27%

= **$34,937.55**

Step 3

Public's Share of Amortized Cost

÷

Average Public Use Hours

=

Public's Share of Amortized Cost per Hour

Example: Large Theatre

$34,937.55
402.50

= **$86.80**

Step 4

Public's Share of Operational Direct Costs per Hour

Public's Share of Amortized Cost per Hour

=

Fair Rental Value Cost

Example: Large Theatre

$33.78 + $86.80

= **$120.58**

Capital Direct Cost Revisited

» The reason why the Fair Rental Value Cost per Hour for the Large Theatre should look familiar is because it is the same rate as the Total Direct Cost per Hour.

Facility Type	Operational Direct Costs per Hour	Capital Direct Costs per Hour	Total Direct Costs per Hour	Amortized Costs per Hour	Fair Rental Value Costs per Hour
Indoor Facilities					
Large Theatre	$33.78	$86.80	$120.58	$86.80	$120.58

Here's Why:

» The determination of the expected estimated maintenance, repair, restoration and refurbishment costs for the Large Theatre was deemed not practicable or cost effective for the School District. Therefore, the substitution of the estimated costs to replace the Large Theatre was used as authorized in Title 5 of the California Code of Regulations, sections 14037-14042.

» The Capital Direct Cost calculation is the same calculation used in determining the Annual Amortized Cost.

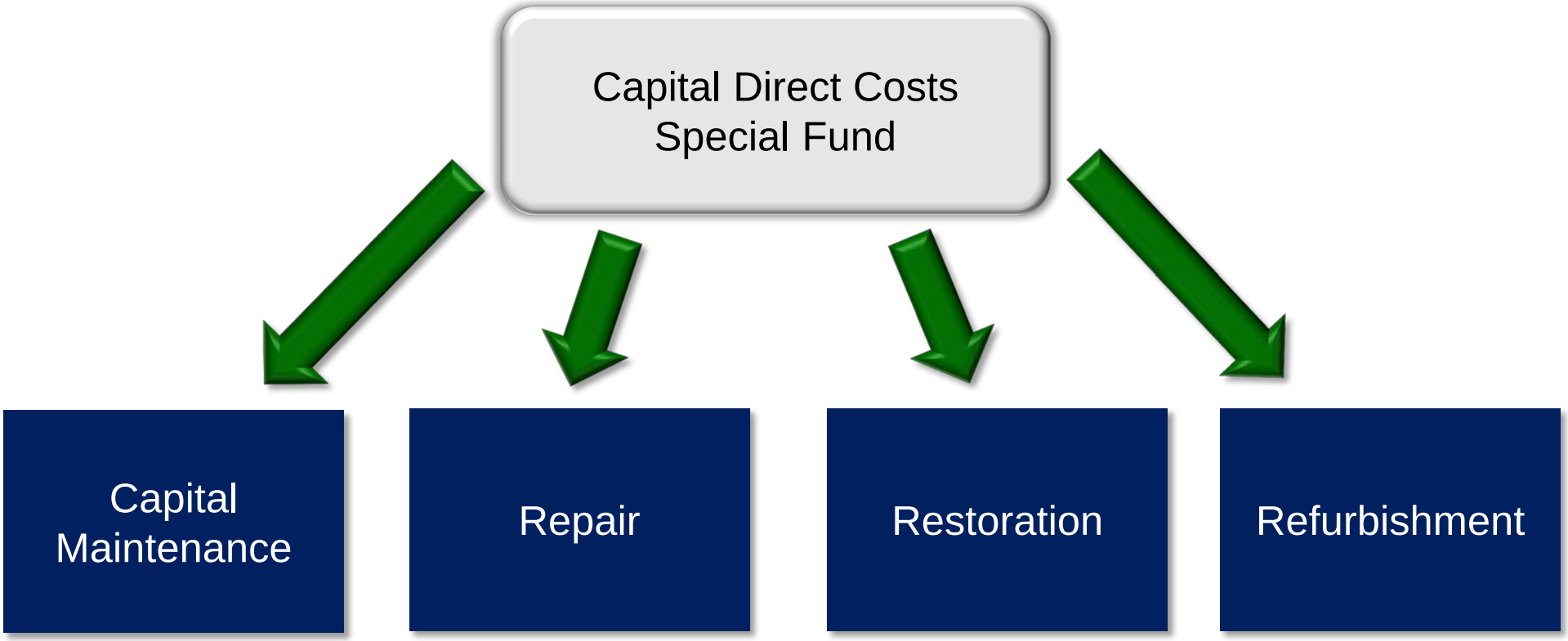
» Accordingly, the Study only uses the Operational Direct Cost component in lieu of the Total Direct Costs (Total Direct Costs = Operational Direct Costs + Capital Direct Costs) when calculating the Fair Rental Value of the Large Theatre to preclude the duplication of costs.

Capital Direct Cost Revisited *Continued*

- If SAUSD is able to reasonably quantify any facility's expected estimated costs for maintenance, repair, restoration, and refurbishment at the end of its useful life, then the capital direct cost figures will change accordingly.
- Correspondingly, the fair rental value rates will be different as a result.

Capital Direct Costs *Funds Collected*

» Funds collected by the School District as “capital direct cost” must be deposited into a special fund that shall only be used for capital maintenance, repair, restoration, and refurbishment.



Summary Schedule of Usage Costs

Facility Type	Operational Direct Costs per Hour	Capital Direct Costs per Hour	Total Direct Costs per Hour	Amortized Costs per Hour	Fair Rental Value Costs per Hour
Indoor Facilities					
Classroom	$2.35	N/A	$2.35	$5.83	$8.18
Multipurpose Room	$7.81	$20.33	$28.14	$20.33	$28.14
Library - Small	$5.58	$14.62	$20.20	$14.62	$20.20
Library – Large	$23.45	$61.41	$84.86	$61.41	$84.86
Theatre – Small	$6.07	$15.60	$21.67	$15.60	$21.67
Theatre – Medium	$28.05	$72.08	$100.13	$72.08	$100.13
Theatre – Large	$33.78	$86.80	$120.58	$86.80	$120.58
Gym – Small	$33.40	$70.92	$104.32	$70.92	$104.32
Gym – Large	$53.83	$114.33	$168.16	$114.33	$168.16
Locker Room	$15.49	$32.89	$48.38	$32.89	$48.38
Cafetorium	$3.18	$2.20	$5.38	$2.20	$5.38
Staff Lounge	$3.37	$8.70	$12.07	$8.70	$12.07
Restroom	$1.21	$3.50	$4.71	$3.50	$4.71
Conference Room	$0.22	$0.56	$0.78	$0.56	$0.78
Outdoor Facilities					
Hard Court/Playground	$28.85	$5.60	$34.45	$5.60	$34.45
Lunch Table Area	$12.19	$2.44	$14.63	$2.44	$14.63
Parking Lot	$22.12	$6.36	$28.48	$6.36	$28.48
Tennis Court	$42.05	$12.10	$54.15	$12.10	$54.15
Baseball Field (Natural)	$69.17	$22.90	$92.07	$22.90	$92.07
Track/Soccer/Football (Natural)	$57.81	$8.93	$66.74	$8.93	$66.74
Track/Soccer/Football (Synthetic)	$40.60	$21.90	$62.50	$21.90	$62.50
Stadium Synthetic	$112.92	$120.03	$232.95	$120.03	$232.95
Outdoor Ampitheater	$18.11	$51.13	$69.24	$51.13	$69.24
Pool					
25M Pool	$42.06	$15.70	$57.76	$15.70	$57.76
50M Pool	$87.31	$33.34	$120.65	$33.34	$120.65

Please note that these hourly fees do not include any applicable labor costs (see Table 1 for direct hourly labor fees). Labor costs for set-up, supervision, equipment personnel and cleanup will be determined by the School District for each event. An additional fee will also be imposed for the use of School District equipment.

Facilities Usage Fee Justification Study

Santa Ana Unified School District

June 10, 2016

Prepared For:
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
T 714.558.5501

Prepared By:
Dolinka Group, LLC
8955 Research Drive
Irvine, CA 92618
T 949.250.8300

Table of Contents

Section **Page**

I. Introduction ---- 1

II. Definitions ---- 2

III. Direct Costs ---- 3

A. Indoor Facilities ---- 3
1. Operational Direct Costs ---- 3
2. Capital Direct Costs ---- 8

B. Outdoor Facilities ---- 12
1. Operational Direct Costs ---- 12
2. Capital Direct Costs ---- 16

C. Pool ---- 18
1. Operational Direct Pool Costs ---- 18
2. Capital Direct Pool Costs ---- 21

IV. Fair Rental Value ---- 23

A. Indoor Facilities ---- 23
1. Ammortized Annual Construction Costs ---- 23
2. Public's Share of Amortized Indoor Construction Costs ---- 23
3. Public's Share of Amortized Cost per Hour ---- 24
4. Fair Rental Value Costs ---- 25

B. Outdoor Facilities ---- 26
1. Ammortized Annual Construction Costs ---- 26
2. Public's Share of Amortized Outdoor Construction Costs ---- 26
3. Public's Share of Amortized Cost per Hour ---- 27
4. Fair Rental Value Costs ---- 28

C. Pool ---- 29
1. Ammortized Construction Costs of a pool ---- 29
2. Public's Share of Amortized Construction Cost of a Pool ---- 29
3. Public's Share of Amortized Construction Cost of a Pool per Hour ---- 29
4. Fair Rental Value Costs ---- 30

V. Conclusion ---- 31

Exhibits

Exhibit A: California Civic Center Act (Education Code Section 38130 *et seq.*)
Exhibit B: Summary Schedule of Usage Costs

I. Introduction

The purpose of this Facilities Usage Fee Justification Study ("Study") is to determine the facility usage fees ("Usage Fees") that the Santa Ana Unified School District ("SAUSD" or "School District") can legally charge for the use of its facilities pursuant to Sections 38131 and 38134 of the Education Code. The Study calculates Usage Fees for (i) indoor facilities (e.g., classrooms, multipurpose rooms, gymnasiums, etc.), (ii) outdoor facilities (e.g., fields, tennis courts, etc.) and (iii) pools. SAUSD has retained the services of Dolinka Group, LLC ("Dolinka Group") in the production of the Study.

Purpose

The California Department of Education summarizes the community use of school facilities as follows:

> *"Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law."*

The California Civic Center Act was enacted in 1917 (codified as Education Code Sections 38130 et seq. of the Education Code), and it provided the legal basis for the provision of school facilities as civic centers (see Exhibit A for the text of the California Civic Center Act). Additionally, the Civic Center Act provided school districts with guidelines for charging Usage Fees, including classifications of fee types. In accordance with the Education Code, the Study determines two (2) sets of Usage Fees: Direct Costs and Fair Rental Value Costs.

II. Definitions

For the purposes of the Usage Fees, the terms hereinafter set forth have the following meanings.

Amortized Costs: Indirect expenses associated with the running of School District facilities and the apportionment of such expenses over the expected life of such facilities.

Capital Direct Costs: The estimated costs for maintenance, repair, restoration, and refurbishment for use of school facilities or grounds under the Civic Center Act. For purposes of estimating capital direct costs, school facilities shall be limited to non-classroom space.

Direct Costs: Direct costs are the estimated operational direct costs and capital direct costs identified by a school district.

Fair Rental Value: The direct costs to the school district plus the amortized costs of the school facilities used for the duration of the activity authorized.

Labor Charges: Necessary labor required by the usage of Outdoor Facilities and Pool Facilities, including time for set up, cleanup, and supervision.

Operational Direct Costs: The estimated costs of supplies, utilities, janitorial services, services of school district employees and/or contracted workers, and salaries and benefits paid to school district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities or grounds.

Overtime: Hours worked by School District staff in excess of the regularly scheduled 40-hour work week.

Usage Fees: School District fees that can be legally charged for the use of its facilities pursuant to Education Code Sections 38131 and 38134.

Utilities Costs: Refers to the electricity, gas, sewer, trash and water costs expended by SAUSD on an annual basis.

III. Direct Costs

The Civic Center Act (the "Act") authorizes a school district governing board to grant the use of school facilities as civic centers, upon terms and conditions deemed proper by the school board. Existing law authorizes the board to charge a fee, not to exceed a district's Direct Costs for the use of school facilities by the public that promote youth and school activities. Direct Costs are defined by the Act as the estimated Operational Direct Costs and Capital Direct Costs identified by a school district.

Labor and Administration Costs

SAUSD requires staff to be present to provide assistance in the setup and takedown of furniture and equipment, as well as any cleanup required from the use of its facilities to ensure the site is returned to its original state. Additionally, staff performs a supervisory role for the duration of the event. It should be noted that in accordance with negotiated labor agreements, the School District may have to pay guaranteed hourly minimums to personnel and, as a result, may impose additional Overtime charges. These charges will include the required amounts of set up time before the event and cleanup time following the event. The School District will evaluate the circumstances of each facility request when imposing Overtime charges. Table 1 below shows the direct labor charges of School District personnel. These Labor Costs are subject to change without notice.

Table 1
Direct Hourly Labor Costs for Indoor, Outdoor & Pool Facilities

	Hourly Labor		
School District Staff	**Regular Rate**	**Overtime Rate[1]**	**Holiday Rate[1]**
Custodian	$42.25	$63.38	$84.50
SAUSD Safety Officer	$34.99	$52.49	$69.98
Stage Manager	$28.42	$42.63	$56.84
Computer Techinician	$32.87	$49.31	$65.74
Groundskeeper	$32.93	$49.40	$65.86
Food Service Field Supervisor	$39.24	$58.86	$78.48
Athletic Equipment Attendant	$27.68	$41.51	$55.36
Sworn Officer	$46.68	$70.02	$93.36
Facility Ranger	$50.74	$68.23	$85.73

[1] If applicable; as determined by SAUSD.

A. Indoor Facilities

1. Operational Direct Costs

Operational Direct Costs include the estimated costs of utilities, supplies, janitorial services, services of school district employees and/or contracted worker services, property and liability insurance and the prorated annual salaries and benefits paid to school district employees directly associated with the administration of the Act.

The Operational Direct Costs are the first component of the Total Annual Direct Costs for indoor facilities. These expenditures are comprised of a 53.19 percent apportionment of the School District's total maintenance personnel and supply costs related to the upkeep and operation of facilities, a 40.0 percent allocation of the costs associated with the administration of the Civic Center Act, a 70.0 percent apportionment of the School District's property and liability insurance expenses, and a 90.0 percent allocation of the School District's electricity and gas costs. The water expenses included under the utilities costs below assumes a consumption ratio of 30.0 percent of the School District's total water costs.

Table 2
Districtwide Total Indoor Operational Costs

Item	Total cost
Utilities Costs	$6,377,959.85
Maintenance and Supply Costs	$14,818,653.44
Administration Costs	$33,103.61
Annual Property & Liability Insurance	$1,668,543.10
Total Indoor Operational Direct Costs	**$22,898,260.00**

When a school district elects to charge fees pursuant to the Act, the board has to adopt a fee schedule that includes the hourly fee for each specific school facility available for public use. In order to determine the applicable hourly fee of a facility as mandated by the Act, Dolinka Group first calculated the public's proportionate share of Direct Costs, as a percent, for each facility available for use by the public as follows:

a) Operational Cost per Square Feet

In order to determine a facility's cost per Square Foot, Dolinka Group took the sum of all Operational Direct Costs as detailed in Table 2 and divided it by the total building square footage of all indoor facilities within the School District to get the Operational Direct Costs per Square Foot as shown below in Table 3.

Table 3
Annual Indoor Operational Direct Cost per Square Foot

Item	Cost
Total District Indoor Operational Direct Costs	$22,898,260.00
Total Square Feet of Indoor Facilities	4,862,789
Indoor Operational Direct Costs per Square Foot	**$4.7088739**

b) Annual Operational Direct Cost per Indoor Facility

Multiplying the Indoor Operational Direct Costs per Square Foot by the average square feet of an indoor facility yields the Annual Operational Direct Cost per Indoor Facility as detailed in Table 4 below.

Table 4
Annual Operational Direct Costs per Indoor Facility

Facility	Average Facility Square Footage	Operational Direct Cost per Square Foot	Annual Operational Direct Cost
Classroom	960	$4.71	$4,520.52
Multipurpose Room	3,145	$4.71	$14,809.41
Library - Small	2,152	$4.71	$10,133.50
Library - Large	9,041	$4.71	$42,572.93
Theatre - Small	2,431	$4.71	$11,447.27
Theatre - Medium	13876	$4.71	$65,340.33
Theatre - Large	15,800	$4.71	$74,400.21
Gym - Small	12,800	$4.71	$60,273.59
Gym - Large	21,000	$4.71	$98,886.35
Locker Room	6,042	$4.71	$28,451.02
Cafetorium	1,280	$4.71	$6,027.36
Staff Lounge	1,292	$4.71	$6,083.87
Restroom	548	$4.71	$2,580.46
Conference Room	88	$4.71	$414.38

c) Public's Proportional Use Share per Indoor Facility

The next step is to determine the public's average use of each indoor facility available for rent. With hourly rental use per facility data provided by the School District, Dolinka Group was able to determine the average annual number of hours each indoor facility was used by the public in fiscal year 2014/2015 (in some cases an estimate was utilized due to a lack of data for certain facilities). In order to determine the School District's proportional use share per facility, the Study multiplies the 204 days the School District is in operation in a school year by a standard 9 hour workday yielding the total annual School District use hours per facility.

The Study then takes each indoor facility's average annual number of public use hours and divides it by the sum of the annual School District use hours and the average annual hours of public use which yields the Public's Proportional Use Share per Indoor Facility as shown in Table 5.

Table 5
Public's Proportionate Use Share per Indoor Facility

Facility	Average Public Use Hours per Facility	Total School Use Hours per Facility	Total Use Hours per Facility	Public's Share of Facility Usage
Classroom	119.69	1,800	1,919.69	6.23%
Multipurpose Room	97.29	1,800	1,897.29	5.13%
Library - Small	15.68	1,800	1,815.68	0.86%
Library - Large	15.68	1,800	1,815.68	0.86%
Theatre - Small	86.00	1,800	1,886.00	4.56%
Theatre - Medium	529.50	1,800	2,329.50	22.73%
Theatre - Large	402.50	1,800	2,202.50	18.27%
Gym - Small	4.78	1,800	1,804.78	0.26%
Gym - Large	36.86	1,800	1,836.86	2.01%
Locker Room	36.86	1,800	1,836.86	2.01%
Cafetorium	97.29	1,800	1,897.29	5.13%
Staff Lounge	6.08	1,800	1,806.08	0.34%
Restroom	339.00	1,800	2,139.00	15.85%
Conference Room	104.00	1,800	1,904.00	5.46%

d) Public's Share of Operational Costs per Indoor Facility

Next, the Study takes the public's proportional use share per facility (Table 5) and multiplies it by the annual Operational Direct Cost per facility (Table 4) in order to determine the Public's Share of Operational Direct Costs per Indoor Facility as shown in Table 6.

Table 6
Public's Share of Operational Direct Costs per Indoor Facility

Facility	Annual Operational Direct Cost	Public's Share of Facility Usage	Public's Share of Operational Direct Cost
Classroom	$4,520.52	6.23%	$281.84
Multipurpose Room	$14,809.41	5.13%	$759.39
Library - Small	$10,133.50	0.86%	$87.51
Library - Large	$42,572.93	0.86%	$367.66
Theatre - Small	$11,447.27	4.56%	$521.99
Theatre - Medium	$65,340.33	22.73%	$14,851.99
Theatre - Large	$74,400.21	18.27%	$13,596.41
Gym - Small	$60,273.59	0.26%	$159.56
Gym - Large	$98,886.35	2.01%	$1,984.18
Locker Room	$28,451.02	2.01%	$570.92
Cafetorium	$6,027.36	5.13%	$309.07
Staff Lounge	$6,083.87	0.34%	$20.48
Restroom	$2,580.46	15.85%	$408.97
Conference Room	$414.38	5.46%	$22.63

e) Public's Hourly Operational Costs per Indoor Facility

The Study then takes the public's share of Operational Direct Costs per Indoor Facility and divides that number by the average annual number of hours an indoor facility was used by the public in fiscal year 2014/2015 in order to determine the Public's Share of Hourly Operational Direct Costs per Indoor Facility.

Table 7
Public's Share of Hourly Operational Direct Costs per Indoor Facility

Facility	Public's Share of Operational Direct Cost	Average Public Use Hours per Facility	Public's Share of Operational Direct Cost per Hour
Classroom	$281.84	119.69	$2.35
Multipurpose Room	$759.39	97.29	$7.81
Library - Small	$87.51	15.68	$5.58
Library - Large	$367.66	15.68	$23.45
Theatre - Small	$521.99	86.00	$6.07
Theatre - Medium	$14,851.99	529.50	$28.05
Theatre - Large	$13,596.41	402.50	$33.78
Gym - Small	$159.56	4.78	$33.40
Gym - Large	$1,984.18	36.86	$53.83
Locker Room	$570.92	36.86	$15.49
Cafetorium	$309.07	97.29	$3.18
Staff Lounge	$20.48	6.08	$3.37
Restroom	$408.97	339.00	$1.21
Conference Room	$22.63	104.00	$0.22

2. Capital Direct Costs

Recent amendments to the Act have expanded the definition of "Direct Costs" that a school district's board may charge the public for the use of school facilities to include the public's proportional share of Capital Direct Costs. Capital Direct Costs include the expected estimated costs to maintain, repair, restore, or refurbish a school facility at the end of its useful life. Title 5 of the California Code of Regulations section 14037-14042 does provide for the substitution of the estimated costs to replace a school facility when maintenance, repair, restoration, and refurbishment would not be practicable or cost effective. Capital Direct Costs estimates however are limited to non-classroom space as authorized by the Act. This portion of the law is scheduled to remain in effect until at least January 1, 2020.

Dolinka Group quantified annual Capital Direct Costs per applicable indoor facility based on data provided by the School District as follows:

a) Annual Capital Direct Costs

In lieu of the estimated costs for the maintenance, repair, restoration, and refurbishment of indoor school facilities, the Study divides replacement cost estimates for each facility by the facility's estimated useful life in years in order to determine the Annual Capital Direct Costs for each indoor facility.

Table 8
Annual Capital Direct Cost

Facility	Estimated Capital Direct Cost*	Useful Life Expectancy (Years)	Annual Capital Direct Cost
Classroom	N/A	N/A	N/A
Multipurpose Room	$1,157,360	30	$38,578.67
Library - Small	$796,240	30	$26,541.33
Library - Large	$3,345,170	30	$111,505.67
Theatre - Small	$882,453	30	$29,415.10
Theatre - Medium	$5,036,988	30	$167,899.60
Theatre - Large	$5,735,400	30	$191,180.00
Gym - Small	$3,840,000	30	$128,000.00
Gym - Large	$6,300,000	30	$210,000.00
Locker Room	$1,812,600	30	$60,420.00
Cafetorium	$125,000	30	$4,166.67
Staff Lounge	$471,580	30	$15,719.33
Restroom	$224,680	30	$7,489.33
Conference Room	$32,120	30	$1,070.67

*The determination of the estimated maintenance, repair, restoration and refurbishment costs for these facilities was not practicable or cost effective for the School District. Thus, the substitution of the estimated costs to replace these facilities was used as authorized in Title 5 of the California Code of Regulations, section 14037-14042.

b) Public's Proportional Share of Annual Capital Direct Costs

The next step requires determining the public's proportional share of the annual Capital Direct Costs for each indoor facility. As provided in Table 9, the Study takes the public's percentage share of a facility's use and multiplies it by the Annual Capital Direct Costs yielding the Public's Share of the Annual Capital Direct Costs.

Table 9
Public's Share of Annual Capital Direct Costs

Facility	Annual Capital Direct Cost	Public's Share of Facility Usage	Public's Share of Annual Capital Direct Cost
Classroom	N/A	N/A	N/A
Multipurpose Room	$38,578.67	5.13%	$1,978.23
Library - Small	$26,541.33	0.86%	$229.21
Library - Large	$111,505.67	0.86%	$962.95
Theatre - Small	$29,415.10	4.56%	$1,341.31
Theatre - Medium	$167,899.60	22.73%	$38,163.91
Theatre - Large	$191,180.00	18.27%	$34,937.55
Gym - Small	$128,000.00	0.26%	$338.85
Gym - Large	$210,000.00	2.01%	$4,213.71
Locker Room	$60,420.00	2.01%	$1,212.44
Cafetorium	$4,166.67	5.13%	$213.66
Staff Lounge	$15,719.33	0.34%	$52.92
Restroom	$7,489.33	15.85%	$1,186.95
Conference Room	$1,070.67	5.46%	$58.48

c) Public's Share of Capital Direct Cost per Hour

The Study then takes the Public's Proportional Share of the Annual Capital Direct Costs and divides it by the average number of hours a facility was used by the public as detailed in Table 5 yielding the Public's Share of Capital Direct Costs per hour for each facility.

Table 10
Public's Share of Annual Capital Direct Costs per Indoor Facility

Facility	Public's Share of Capital Direct Cost	Average Public Use Hours per Facility	Public's Share of Capital Direct Cost per Hour
Classroom	N/A	N/A	N/A
Multipurpose Room	$1,978.23	97.29	$20.33
Library - Small	$229.21	15.68	$14.62
Library - Large	$962.95	15.68	$61.41
Theatre - Small	$1,341.31	86.00	$15.60
Theatre - Medium	$38,163.91	529.50	$72.08
Theatre - Large	$34,937.55	402.50	$86.80
Gym - Small	$338.85	4.78	$70.92
Gym - Large	$4,213.71	36.86	$114.33
Locker Room	$1,212.44	36.86	$32.89
Cafetorium	$213.66	97.29	$2.20
Staff Lounge	$52.92	6.08	$8.70
Restroom	$1,186.95	339.00	$3.50
Conference Room	$58.48	104.00	$0.56

d) Total Hourly Direct Cost per Indoor Facility

The total hourly Direct Costs per indoor facility are then determined by adding the public's share of Operational Direct Cost per hour and the public's share of Capital Direct Cost per hour which yields the Total Direct Cost per hour.

Table 11
Total Direct Cost per Hour

Facility	Public's Share of Operational Direct Cost per Hour	Public's Share of Capital Direct Cost per Hour	Public's Share of Total Direct Cost Per Hour
Classroom	$2.35	N/A	$2.35
Multipurpose Room	$7.81	$20.33	$28.14
Library - Small	$5.58	$14.62	$20.20
Library - Large	$23.45	$61.41	$84.86
Theatre - Small	$6.07	$15.60	$21.67
Theatre - Medium	$28.05	$72.08	$100.13
Theatre - Large	$33.78	$86.80	$120.58
Gym - Small	$33.40	$70.92	$104.32
Gym - Large	$53.83	$114.33	$168.16
Locker Room	$15.49	$32.89	$48.38
Cafetorium	$3.18	$2.20	$5.38
Staff Lounge	$3.37	$8.70	$12.07
Restroom	$1.21	$3.50	$4.71
Conference Room	$0.22	$0.56	$0.78

B. Outdoor Facilities

1. Operational Direct Costs

The Operational Direct Costs are the first component of the Total Annual Direct Costs for outdoor facilities. These expenditures are comprised of a 46.31 percent apportionment of the School District's total maintenance personnel and supply costs related to the upkeep and operation of facilities, a 40 percent allocation of the costs associated with the administration of the Civic Center Act, a 28.5 percent apportionment of the property and liability insurance expenses, and a 10 percent allocation for electricity and gas costs.

The water costs listed below for outdoor facilities assumes a consumption ratio of 68.5 percent of the School District's total water costs (please note that SAUSD's pools consume an estimated 1.50 percent of the School District's water and these costs have been categorized separately to better identify these expenditures).

Table 12
Districtwide Total Operational Costs for Outdoor Facilities

Item	Total cost
Utilities Costs[1]	$1,314,279.48
Maintenance and Supply Costs	$12,901,367.85
Administration Costs	$33,103.61
Annual Property & Liability Insurance	$679,335.41
District Total	**$14,928,086.35**

[1] Includes 68.5% of SAUSD's total water costs as well as a 10% apportionment of the School District's electricity and gas costs.

a) Operational Cost per Square Feet

In order to determine the facility cost per Square Foot, Dolinka Group took the sum of the Operational Direct Costs as detailed in Table 12 and divided the sum by the total square footage of all non-water consuming outdoor facilities within the School District to get the Operational Direct Costs per Square Foot. Water expenses were added for those outdoor facilities that require water. The sum of these costs were then divided by the sum of the total square footage of all water-consuming outdoor facilities to get the Operational Direct Costs per Square Foot for outdoor facilities that consume water as shown below in Table 13.

Table 13
Operational Direct Cost per Square Foot

Item	Non-Water Cost	Water Cost
School District Total	$14,185,452.53	$742,633.82
Total Square Feet	10,202,187.60	6,186,022.00
School District Cost/Square Feet	**$1.3904324**	**$0.1200503**

b) Annual Operational Cost per Outdoor Facility

Multiplying the Operational Direct Costs per Square Foot by the average square feet of an outdoor rental facility yields the Annual Operational Direct Costs per Outdoor facility as detailed in Table 14 below.

Table 14
Annual Operational Direct Costs per Outdoor Facility

Facility	Average Facility Square Footage	School District Cost per Square Foot	Annual Operational Cost
Hard Court/Playground	38,092	$1.39	$52,964.60
Lunch Table Area	16,082	$1.39	$22,360.52
Parking Lot	34,027	$1.39	$47,312.71
Tennis Court	56,425	$1.39	$78,455.15
Baseball Field (Natural) [1]	125,938	$1.51	$190,227.17
Track/Soccer/Football (Natural) [1]	136,336	$1.51	$205,933.50
Track/Soccer/Football (Synthetic)	132,000	$1.39	$183,537.08
Stadium (Synthetic)	180,296	$1.39	$250,688.70
Outdoor Amphitheater	23,680	$1.39	$32,925.44
[1] Includes associated water costs.			

c) Public's Proportional Use Share per Outdoor Facility

The next step is to determine the public's share of facility use. With hourly rental use per facility data provided by the School District, Dolinka Group was able to determine the average annual number of hours each outdoor facility was used by the public in fiscal year 2014/2015 (in some cases an estimate was utilized due to a lack of data for certain facilities). In order to determine the School District's share of facility use, the Study multiplies the 204 days the School District is in operation in a school year by a standard 9 hour workday yielding the total annual School District use hours per facility.

The Study then takes the average annual number of hours a facility was used by the public and divides it by the sum of the annual School District use hours and the average annual hours of public use yielding the Public's Proportional Use Share per Outdoor facility as shown in Table 15.

Table 15
Public's Proportionate Use Share per Outdoor Facility

Facility	Average Public Use Hours per Facility	Total School Use Hours per Facility	Total Use Hours per Facility	Public's Share of Facility Usage
Hard Court/Playground	35.94	1,800	1,835.94	1.96%
Lunch Table Area	33.88	1,800	1,833.88	1.85%
Parking Lot	339.00	1,800	2,139.00	15.85%
Tennis Court	65.57	1,800	1,865.57	3.51%
Baseball Field (Natural)	950.31	1,800	2,750.31	34.55%
Track/Soccer/Football (Natural)	1,762.30	1,800	3,562.30	49.47%
Track/Soccer/Football (Synthetic)	2,720.83	1,800	4,520.83	60.18%
Stadium (Synthetic)	420.00	1,800	2,220.00	18.92%
Outdoor Amphitheater	18.18	1,800	1,818.18	1.00%

d) Public's Share of Operational Costs per Outdoor Facility

Next, the Study takes the Public's Proportional Use Share per Outdoor Facility above and multiplies it by the Annual Operational Cost per Outdoor Facility as shown in Table 14 in order to determine the Public's Proportional Share of the School District's Annual Operational Direct Costs per Outdoor Facility.

Table 16
Public's Proportional Share of Operational Direct Costs per Outdoor Facility

Facility	Annual Operational Direct Cost	Public's Share of Facility Usage	Public's Share of Operational Direct Cost
Hard Court/Playground	$52,964.60	1.96%	$1,036.82
Lunch Table Area	$22,360.52	1.85%	$413.13
Parking Lot	$47,312.71	15.85%	$7,498.37
Tennis Court	$78,455.15	3.51%	$2,757.56
Baseball Field (Natural)	$190,227.17	34.55%	$65,728.78
Track/Soccer/Football (Natural)	$205,933.50	49.47%	$101,877.18
Track/Soccer/Football (Synthetic)	$183,537.08	60.18%	$110,460.56
Stadium (Synthetic)	$250,688.70	18.92%	$47,427.59
Outdoor Amphitheater	$32,925.44	1.00%	$329.25

e) Public's Hourly Operational Costs per Outdoor Facility

The Study then takes the Public's Proportional Share of Operational Direct Costs per Outdoor Facility divided by the average annual number of hours an outdoor facility was rented by the public in fiscal year 2014/2015 in order to determine the Public's Proportional Share of Hourly Operational Direct Costs per Outdoor Facility.

Table 17
Public's Share of Hourly Operational Direct Costs per Outdoor Facility

Facility	Public's Share of Operational Direct Cost	Average Public Use Hours per Facility	Public's Share of Operational Direct Cost Per Hour
Hard Court/Playground	$1,036.82	35.94	$28.85
Lunch Table Area	$413.13	33.88	$12.19
Parking Lot	$7,498.37	339.00	$22.12
Tennis Court	$2,757.56	65.57	$42.05
Baseball Field (Natural)	$65,728.78	950.31	$69.17
Track/Soccer/Football (Natural)	$101,877.18	1,762.30	$57.81
Track/Soccer/Football (Synthetic)	$110,460.56	2,720.83	$40.60
Stadium (Synthetic)	$47,427.59	420.00	$112.92
Outdoor Amphitheater	$329.25	18.18	$18.11

2. Capital Direct Costs

Dolinka Group quantified annual Capital Direct Costs for each outdoor facility as follows:

a) Annual Capital Direct Costs

In lieu of the estimated costs for the maintenance, repair, restoration, and refurbishment of outdoor school facilities, the Study divides replacement costs estimates for each facility by the facility's useful life in years in order to determine the Annual Capital Direct Costs of the facility.

Table 18
Annual Capital Direct Cost

Facility	Estimated Capital Direct Cost	Facility Life Expectancy (Years)	Annual Capital Direct Cost
Hard Court/Playground	$308,546.66	30	$10,284.89
Lunch Table Area	$134,329.54	30	$4,477.65
Parking Lot	$408,328.00	30	$13,610.93
Tennis Court	$677,100.00	30	$22,570.00
Baseball Field (Natural)	$1,889,070.00	30	$62,969.00
Track/Soccer/Football (Natural)	$954,353.52	30	$31,811.78
Track/Soccer/Football (Synthetic)	$2,970,000.00	30	$99,000.00
Stadium (Synthetic)	$7,994,250.00	30	$266,475.00
Outdoor Amphitheater	$2,788,800.00	30	$92,960.00

*The determination of the estimated maintenance, repair, restoration and refurbishment costs for these facilities was not practicable or cost effective for the School District. Thus, the substitution of the estimated costs to replace these facilities was used as authorized in Title 5 of the California Code of Regulations, section 14037-14042.

b) Public's Proportional Share of Annual Capital Direct Costs

The next step is to determine the public's proportional share of the annual Capital Direct Costs. As provided above in Table 15, the Study takes the public's percentage share of a facility's use and multiplies it by the annual Capital Direct Costs which yields the Public's Share of Annual Capital Direct Costs.

Table 19
Public's Share of Annual Capital Direct Costs

Facility	Annual Capital Direct Cost	Public's Share of Facility Usage	Public's Share of Annual Capital Direct Cost
Hard Court/Playground	$10,284.89	1.96%	$201.33
Lunch Table Area	$4,477.65	1.85%	$82.73
Parking Lot	$13,610.93	15.85%	$2,157.13
Tennis Court	$22,570.00	3.51%	$793.29
Baseball Field (Natural)	$62,969.00	34.55%	$21,757.54
Track/Soccer/Football (Natural)	$31,811.78	49.47%	$15,737.58
Track/Soccer/Football (Synthetic)	$99,000.00	60.18%	$59,582.49
Stadium (Synthetic)	$266,475.00	18.92%	$50,414.19
Outdoor Amphitheater	$92,960.00	1.00%	$929.60

c) Public's Share of Capital Direct Cost per Hour

The Study then takes the public's proportional share of a facility's annual Capital Direct Costs and divides it by the average number of hours a facility was used by the public as detailed in Table 17 yielding the public's share of a facility's Capital Direct Costs per hour.

Table 20
Public's Share of Annual Capital Direct Costs per Outdoor Facility

Facility	Public's Share of Annual Capital Direct Cost	Average Public Use Hours per Facility	Public's Share of Capital Direct Cost per Hour
Hard Court/Playground	$201.33	35.94	$5.60
Lunch Table Area	$82.73	33.88	$2.44
Parking Lot	$2,157.13	339.00	$6.36
Tennis Court	$793.29	65.57	$12.10
Baseball Field (Natural)	$21,757.54	950.31	$22.90
Track/Soccer/Football (Natural)	$15,737.58	1762.30	$8.93
Track/Soccer/Football (Synthetic)	$59,582.49	2720.83	$21.90
Stadium (Synthetic)	$50,414.19	420.00	$120.03
Outdoor Amphitheater	$929.60	18.18	$51.13

d) Public's share of Total Direct Cost for Outdoor facilities

The total hourly Direct Costs per outdoor facility is then determined by adding the public's share of Operational Direct Cost per hour and the public's share of Capital Direct Cost per hour yielding the public's total share of an outdoor facility's Direct Cost per hour.

Table 21
Public's Share of Direct Costs for Outdoor Facilities

Facility	Public's Share of Operational Direct Cost Per Hour	Public's Share of Capital Direct Cost Per Hour	Public's Share of Total Direct Cost Per Hour
Hard Court/Playground	$28.85	$5.60	$34.45
Lunch Table Area	$12.19	$2.44	$14.63
Parking Lot	$22.12	$6.36	$28.48
Tennis Court	$42.05	$12.10	$54.15
Baseball Field (Natural)	$69.17	$22.90	$92.07
Track/Soccer/Football (Natural)	$57.81	$8.93	$66.74
Track/Soccer/Football (Synthetic)	$40.60	$21.90	$62.50
Stadium (Synthetic)	$112.92	$120.03	$232.95
Outdoor Amphitheater	$18.11	$51.13	$69.24

C. Pool

1. Operational Direct Costs

The first component of the annual Direct Costs for pool use is the School District's Operational Direct Costs.

a) Annual Operational Costs per Pool

The Annual Operational Direct pool Costs are comprised of non-utility and utility costs incurred in the operation of a School District pool. The Non-Utility Costs as reflected in Table 22 below are based on a 0.5 percent apportionment of the School District's total operational maintenance and supply costs, a 1.5 percent apportionment of the property and liability insurance costs and a 20.0 percent apportionment of the Civic Center Act administration costs. The Utility Operational Costs are comprised of an estimated 1.5 percent apportionment of the School District's total gas and electricity expenses and 1.5 percent of the School District's total water costs. The Total Non-Utility Operational Costs and Total Utility Operational Costs are added to determine the Total Annual Operational Pool Costs.

Table 22
Annual Operational Direct Pool Costs

Non-Utility Operational Costs	Costs
Operational Maintenance & Supply Costs	$139,296.59
Administration Costs	$16,551.81
Annual Property & Liability Insurance Costs	$35,754.50
Total Non-Utility Operational Costs	$191,602.90
Utility Operational Costs	
Utility Costs	$117,140.70
Total Utility Operational Costs	$117,140.70
Total Annual Operational Costs	**$308,743.60**

The School District operates and rents one 25M pool and one 50M pool. Due to the significant size difference between the two pools, Table 23 below identifies the estimated total utility and non-utility costs for each pool, respectively. First, the Non-Utility Operational pool Costs are divided by the Total Square Feet of all School District pools in order to obtain the Non-Utility Costs per Square Foot. The Non-Utility Costs per Square Foot is then multiplied by the Square Footage of Each Pool to identify the Total Non-Utility Operational Costs per Pool. Next, the Total Utility Operational pool Costs are divided by the Total Cubic Feet of all School District Pools to determine the Utility Costs per Cubic Foot of Water. The Non-Utility Costs per Cubic Foot of Water is then multiplied by the Cubic Feet of Each Pool to identify the Total Utility Operational Costs for each pool. The Total Non-Utility Operational Costs per Pool is then added to the Total Utility Operational Costs yielding the Total Annual Operational Direct Pool Costs.

Table 23
Annual Operational Direct Pool Costs

Non-Utility Operational Costs	25M Pool	50M Pool
Total Non-Utility Operational Costs	$191,602.90	
Total Square Feet of All Pools	43,890	
Non-Utility Costs per Sqaure Foot	$4.37	
Square Footage of Each Pool	14,050	29,840
Total Non-Utility Operational Costs per Pool	$61,335.63	$130,267.27
Utility Operational Costs		
Total Utility Operational Costs	$117,140.70	
Total Cubic Feet of All Pools	192,500	
Utility Costs per Cubic Foot of Water	$0.6085	
Cubic Feet of Each Pool	64,166.67	128,333.33
Total Utility Operational Costs	$39,046.90	$78,093.81
Total Annual Operational Costs	**$100,382.53**	**$208,361.08**

b) Public's Proportional Use per Pool

The next step is to determine the public's proportional use share of a School District pool. With hourly rental use data provided by SAUSD, Dolinka Group was able to determine the average number of hours a pool was rented by the public in fiscal year 2014/2015. In order to determine the School District's proportional use share, the study multiplies the 204 days the School District is in operation in a school year by a standard nine (9) hour workday yielding the total annual hours of use for the School District.

The Study then takes the average annual number of public use hours for a pool and divides it by the sum of the annual School District use hours and the average annual hours of public use, yielding the public's proportional use share as shown in Table 24 below.

Table 24
Public's Proportional Share of Pool Use

Item	Hours Used
Average Public Hours	586.50
School District Hours	1,800.00
Total Hours of Facility Usage	2,386.50
Public Share of Pool Costs/Usage	**0.2457574**

c) Public's Share of Operational Direct Cost per Pool

Next, the Study takes the public's proportional use share and multiplies it by the Annual Operational Direct Cost as shown in Table 23 to determine the Public's Share of Operational Direct Costs.

Table 25
Public's Share of Operational Direct Costs

Item	25M Pool	50M Pool
Annual Operational Direct Costs	$100,382.53	$208,361.08
Public Share of Pool Costs/Usage	0.2457574	0.2457574
Public's Share of Annual Operational Direct Costs	**$24,669.75**	**$51,206.28**

d) Public's Share of Operational Direct Cost per Pool

The Study then takes the public's share of the annual Operational Direct Costs and divides it by the average annual number of hours a pool was used by the public in fiscal year 2014/2015 to determine Public's Proportional Share of the Annual Operational Direct Costs per Hour.

Table 26
Public's Proportional Share of Annual Operational Direct Costs per Hour

Item	25M Pool	50M Pool
Public's Share of Annual Operational Direct Costs	$24,669.75	$51,206.28
Average Public Use Hours	586.50	586.50
Public's Proportional Share of Annual Operational Direct Costs per Hour	**$42.06**	**$87.31**

2. Capital Direct Pool Costs

Capital Direct pool Costs include the estimated costs for the maintenance, repair, restoration, and refurbishment of a pool within the School District at the end of its useful life. Regulations do provide for the substitution of the estimated cost to replace a school facility when maintenance, repair, restoration or refurbishment would not be practicable or cost effective.

a) Annual Capital Direct Pool Costs

In lieu of the estimated costs for the maintenance, repair, restoration, and refurbishment of a single School District pool, the Study divides the estimated pool replacement cost by its expected useful life in years to reflect a pool's Annual Capital Direct Cost.

Table 27
Annual Capital Direct Cost of a Pool

Item	25M Pool	50M Pool
Replacement Costs*	$1,124,000.00	$2,387,200.00
Life Expectancy (Years)	30	30
Annual Capital Direct Costs	**$37,466.67**	**$79,573.33**

*The determination of the estimated maintenance, repair, restoration and refurbishment costs for a pool was not practicable or cost effective for the School District. Thus, the substitution of the estimated costs to replace a pool was used as authorized in Title 5 of the California Code of Regulations, Sections 14037-14042.

b) Public's Proportional Share of Annual Capital Direct Pool Costs

The next step is to determine the public's proportional share of the Annual Capital Direct Cost. As provided above in Table 24, the Study takes the public's percentage share of pool use and multiplies it by the Annual Capital Direct Cost yielding the Public's Share Annual Capital Direct Cost.

Table 28
Public's Share of Annual Capital Direct Costs

Item	25M Pool	50M Pool
Annual Capital Direct Costs	$37,466.67	$79,573.33
Public Share of Pool Costs/Usage	0.2457574	0.2457574
Public's Share of Annual Capital Direct Costs	**$9,207.71**	**$19,555.73**

c) Public's Share of Annual Capital Direct Pool Costs per Hour

The Study then takes the Public's Proportional Share of Annual Capital Direct Cost and divides it by the average number of hours the pool was used by the public as detailed in Table 24, yielding the Public's Hourly Share of Annual Capital Direct Cost.

Table 29
Public's Hourly Share of Annual Capital Direct Costs

Item	25M Pool	50M Pool
Public's Share of Annual Capital Direct Costs	$9,207.71	$19,555.73
Average Public Use Hours	586.50	586.50
Public's Hourly Share of Annual Operational Direct Costs per Hour	**$15.70**	**$33.34**

d) Public's Share of Total Direct Pool Costs

The total hourly Direct Costs for each pool is then determined by adding the Public's Share of Operational Direct Cost per hour and the Public's Share of Capital Direct Cost per hour yielding the public's total share of each pool's Direct Cost per hour.

Table 30
Public's Share of Total Direct Costs per Hour

Item	25M Pool	50M Pool
Public's Share of Annual Operational Direct Costs per Hour	$42.06	$87.31
Public's Share of Annual Capital Direct Costs per Hour	$15.70	$33.34
Public's Share of Total Direct Cost Per Hour	**$57.76**	**$120.65**

IV. Fair Rental Value Costs

Education Code Section 38134 defines Fair Rental Value as "Direct Costs to the district, plus the Amortized Costs of the school facilities or grounds used for the duration of the activity authorized."

A. Indoor Facilities

This section of the study calculates the Amortized Costs associated with renting indoor school facilities.

1. Amortized Annual Construction Costs

Dolinka Group divided the estimated replacement cost per square foot for each indoor facility by the facility's useful life, which the Study assumes to be 30 years. Table 21 shows the resulting amortized annual construction costs per indoor facility.

Table 31
Amortized Annual Construction Costs

Facility	Facility Replacement Cost	Facility Life Expectancy (Years)	Annual Amortized Cost
Classroom	$336,000.00	30	$11,200.00
Multipurpose Room	$1,157,360.00	30	$38,578.67
Library - Small	$796,240.00	30	$26,541.33
Library - Large	$3,345,170.00	30	$111,505.67
Theatre - Small	$882,453.00	30	$29,415.10
Theatre - Medium	$5,036,988.00	30	$167,899.60
Theatre - Large	$5,735,400.00	30	$191,180.00
Gym - Small	$3,840,000.00	30	$128,000.00
Gym - Large	$6,300,000.00	30	$210,000.00
Locker Room	$1,812,600.00	30	$60,420.00
Cafetorium	$125,000.00	30	$4,166.67
Staff Lounge	$471,580.00	30	$15,719.33
Restroom	$224,680.00	30	$7,489.33
Conference Room	$32,120.00	30	$1,070.67

2. Public's Share of Amortized Indoor Facility Costs

Next, the amortized annual cost as identified in Table 31 above is then multiplied by the public's percentage share of the facility's use in order to determine the public's share of an indoor facility's annual Amortized Cost.

Table 32
Public's Share of Amortized Facility Costs

Facility	Annual Amortized Cost	Public's Share of Facility Usage	Public's Share of Amortized Cost
Classroom	$11,200.00	6.23%	$698.28
Multipurpose Room	$38,578.67	5.13%	$1,978.23
Library - Small	$26,541.33	0.86%	$229.21
Library - Large	$111,505.67	0.86%	$962.95
Theatre - Small	$29,415.10	4.56%	$1,341.31
Theatre - Medium	$167,899.60	22.73%	$38,163.91
Theatre - Large	$191,180.00	18.27%	$34,937.55
Gym - Small	$128,000.00	0.26%	$338.85
Gym - Large	$210,000.00	2.01%	$4,213.71
Locker Room	$60,420.00	2.01%	$1,212.44
Cafetorium	$4,166.67	5.13%	$213.66
Staff Lounge	$15,719.33	0.34%	$52.92
Restroom	$7,489.33	15.85%	$1,186.95
Conference Room	$1,070.67	5.46%	$58.48

3. Public's Share of Amortized Cost per Hour

The public's share of amortized facility costs as identified above in Table 32 is then divided by the average public use hours of the facility yielding the public's share of the facility's Amortized Costs per hour.

Table 33
Public's Share of Amortized Cost per Hour for Indoor Facilities

Facility	Public's Share of Amortized Cost	Average Public Use Hours per Facility	Public's Share of Amortized Cost Per Hour
Classroom	$698.28	119.69	$5.83
Multipurpose Room	$1,978.23	97.29	$20.33
Library - Small	$229.21	15.68	$14.62
Library - Large	$962.95	15.68	$61.41
Theatre - Small	$1,341.31	86.00	$15.60
Theatre - Medium	$38,163.91	529.50	$72.08
Theatre - Large	$34,937.55	402.50	$86.80
Gym - Small	$338.85	4.78	$70.92
Gym - Large	$4,213.71	36.86	$114.33
Locker Room	$1,212.44	36.86	$32.89
Cafetorium	$213.66	97.29	$2.20
Staff Lounge	$52.92	6.08	$8.70
Restroom	$1,186.95	339.00	$3.50
Conference Room	$58.48	104.00	$0.56

4. Fair Rental Value Costs

In order to determine the Fair Rental Value Costs of indoor facilities, the hourly Operational Direct Costs for indoor facilities in (Table 7) were added to the hourly amortized indoor facilities costs in (Table 33). This calculation is shown in Table 34. Please note that the estimated replacement costs were used in determining each indoor facility's Capital Direct Cost. The Capital Direct Cost calculation is the same calculation used in determining the annual amortized costs per facility. Accordingly, the Study will only use the Operational Direct Cost component in lieu of the total Direct Costs (total Direct Costs are comprised of Operational Direct Costs and Capital Direct Costs) when calculating the Fair Rental Value rates per facility to preclude the duplication of costs.

Table 34
Fair Rental Value Costs for Indoor Facilities

Facility	Public's Share of Operational Direct Cost per Hour	Public's Share of Amortized Cost Per Hour	Fair Rental Value Cost Per Hour
Classroom	$2.35	$5.83	$8.18
Multipurpose Room	$7.81	$20.33	$28.14
Library - Small	$5.58	$14.62	$20.20
Library - Large	$23.45	$61.41	$84.86
Theatre - Small	$6.07	$15.60	$21.67
Theatre - Medium	$28.05	$72.08	$100.13
Theatre - Large	$33.78	$86.80	$120.58
Gym - Small	$33.40	$70.92	$104.32
Gym - Large	$53.83	$114.33	$168.16
Locker Room	$15.49	$32.89	$48.38
Cafetorium	$3.18	$2.20	$5.38
Staff Lounge	$3.37	$8.70	$12.07
Restroom	$1.21	$3.50	$4.71
Conference Room	$0.22	$0.56	$0.78

B. Outdoor Facilities

This section of the Study calculates the Amortized Costs associated with renting the School District's outdoor facilities.

1. Amortized Annual Construction Costs

Dolinka Group divided the estimated replacement cost per square foot for each outdoor facility by the facility's useful life, which the Study assumes to be 30 years. Table 35 shows the resulting amortized annual construction costs per outdoor facility.

Table 35
Amortized Annual Construction Costs

Facility	Facility Replacement Cost	Facility Life Expectancy (Years)	Annual Amortized Cost
Hard Court/Playground	$308,546.66	30	$10,284.89
Lunch Table Area	$134,329.54	30	$4,477.65
Parking Lot	$408,328.00	30	$13,610.93
Tennis Court	$677,100.00	30	$22,570.00
Baseball Field (Natural)	$1,889,070.00	30	$62,969.00
Track/Soccer/Football (Natural)	$954,353.52	30	$31,811.78
Track/Soccer/Football (Synthetic)	$2,970,000.00	30	$99,000.00
Stadium (Synthetic)	$7,994,250.00	30	$266,475.00
Outdoor Amphitheater	$2,788,800.00	30	$92,960.00

2. Public's Share of Amortized Outdoor Facility Costs

Next, the amortized annual cost as identified in Table 35 above is then multiplied by the public's percentage share of the facility's use in order to determine the public's share of an outdoor facility's annual Amortized Costs.

Table 36
Public's Share of Amortized Outdoor Facility Costs

Facility	Annual Amortized Cost	Public's Share of Facility Usage	Public's Share of Amortized Cost
Hard Court/Playground	$10,284.89	1.96%	$201.33
Lunch Table Area	$4,477.65	1.85%	$82.73
Parking Lot	$13,610.93	15.85%	$2,157.13
Tennis Court	$22,570.00	3.51%	$793.29
Baseball Field (Natural)	$62,969.00	34.55%	$21,757.54
Track/Soccer/Football (Natural)	$31,811.78	49.47%	$15,737.58
Track/Soccer/Football (Synthetic)	$99,000.00	60.18%	$59,582.49
Stadium (Synthetic)	$266,475.00	18.92%	$50,414.19
Outdoor Amphitheater	$92,960.00	1.00%	$929.60

3. Public's Share of Amortized Cost per Hour

The public's share of amortized facility costs as identified above in Table 36 is then divided by the average public use hours of the facility yielding the public's share of the facility's Amortized Costs per hour.

Table 37
Public's Share of Amortized Cost per Hour

Facility	Public's Share of Amortized Cost	Average Public Use Hours per Facility	Public's Share of Amortized Cost Per Hour
Hard Court/Playground	$201.33	35.94	$5.60
Lunch Table Area	$82.73	33.88	$2.44
Parking Lot	$2,157.13	339.00	$6.36
Tennis Court	$793.29	65.57	$12.10
Baseball Field (Natural)	$21,757.54	950.31	$22.90
Track/Soccer/Football (Natural)	$15,737.58	1762.30	$8.93
Track/Soccer/Football (Synthetic)	$59,582.49	2720.83	$21.90
Stadium (Synthetic)	$50,414.19	420.00	$120.03
Outdoor Amphitheater	$929.60	18.18	$51.13

4. Fair Rental Value Costs

In order to determine the Fair Rental Value Costs of outdoor facilities, the hourly Operational Direct Costs for outdoor facilities in (Table 17) were added to the hourly amortized outdoor facilities costs in (Table 37). This calculation is shown in Table 38 below. Please note that the estimated replacement costs were used in determining each outdoor facility's Capital Direct Cost. The Capital Direct Cost calculation is the same calculation used in determining the annual amortized costs per facility. Accordingly, the Study will only use the Operational Direct Cost component in lieu of the total Direct Costs (total Direct Costs are comprised of Operational Direct Costs and Capital Direct Costs) when calculating the Fair Rental Value Costs per facility to preclude the duplication of costs.

Table 38
Fair Rental Value Costs for Outdoor Facilities

Facility	Public's Share of Operational Direct Cost Per Hour	Public's Share of Amortized Cost Per Hour	Total Fair Rental Value Price per Hour
Hard Court/Playground	$28.85	$5.60	$34.45
Lunch Table Area	$12.19	$2.44	$14.63
Parking Lot	$22.12	$6.36	$28.48
Tennis Court	$42.05	$12.10	$54.15
Baseball Field (Natural)	$69.17	$22.90	$92.07
Track/Soccer/Football (Natural)	$57.81	$8.93	$66.74
Track/Soccer/Football (Synthetic)	$40.60	$21.90	$62.50
Stadium (Synthetic)	$112.92	$120.03	$232.95
Outdoor Amphitheater	$18.11	$51.13	$69.24

C. Pool

This Section of the Study calculates the Amortized Costs associated with renting a pool within the School District.

1. Amortized Annual Construction Costs

In order to determine the Amortized Cost of a single SAUSD pool, Dolinka Group estimated the cost to replace each pool type and divided it by its expected useful life, which the Study assumes to be 30 years.

Table 39
Amortized Construction Cost of a Pool

Item	25M Pool	50M Pool
Construction/Replacement Costs	$1,124,000.00	$2,387,200.00
Life Expectancy	30	30
Amortized Cost	**$37,466.67**	**$79,573.33**

2. Public's Share of the Amortized Construction Cost of a Pool

Next, the annual Amortized Cost as identified in Table 39 above is multiplied by the public's percentage share of pool use in order to determine the public's share of a pool's Amortized Cost.

Table 40
Public's Share of Amortized Construction Cost of a Pool

Item	25M Pool	50M Pool
Amortized Cost	$37,466.67	$79,573.33
Public Share of Pool Costs/Usage	0.2457574	0.2457574
Public's Share of Amortized Cost	**$9,207.71**	**$19,555.73**

3. Public's Share of the Amortized Construction Cost of a Pool per Hour

The public's share of amortized pool cost as identified above in Table 40 is then divided by the average public use hours, yielding the public's hourly share of the Amortized Cost of a pool.

Table 41
Public's Proportional Share of Amortized Cost per Hour

Item	25M Pool	50M Pool
Public's Share of Amortized Costs	$9,207.71	$19,555.73
Average Public Use Hours	586.50	586.50
Public's Share of Amortized Cost per Hour	**$15.70**	**$33.34**

4. Fair Value Rental Costs

In order to determine the Fair Rental Value Costs for pool use, the hourly Operational Direct pool Costs (Table 26) were added to the public's share of Amortized Cost per hour (Table 41).

Table 42
Fair Rental Price of a Pool per Hour

Item	25M Pool	50M Pool
Public's Share of Amortized Costs per Hour	$15.70	$33.34
Public's Share of Operational Direct Costs per Hour	$42.06	$87.31
Fair Rental Value Price per Hour	**$57.76**	**$120.65**

V. Conclusion

Pursuant to Education Code Sections 38131 and 38134, the Study has calculated Usage Fees for SAUSD based on different categories of fees. These fees are reasonable and appropriate based on the cost information and calculations documented in the Study.

A summary schedule of the Usage Costs for SAUSD is included in Exhibit B.

Exhibit A

California Civic Center Act
(*Education Code Section 38130 et seq.*)

California Civic Center Act
(*Education Code Section 38130 et seq.*)

38130. This article shall be known and may be cited as the Civic Center Act.

38131. (a) There is a civic center at each and every public school facility and grounds within the state where the citizens, parent teacher associations, Camp Fire girls, Boy Scout troops, veterans' organizations, farmers' organizations, school-community advisory councils, senior citizens' organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions that in their judgment pertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. For purposes of this section, "veterans' organizations" are those groups included within the definition of that term as specified in subdivision (a) of Section 1800 of the Military and Veterans Code.

(b) The governing board of any school district may grant the use of school facilities or grounds as a civic center upon the terms and conditions the board deems proper, subject to the limitations, requirements, and restrictions set forth in this article, for any of the following purposes:

(1) Public, literary, scientific, recreational, educational, or public agency meetings.

(2) The discussion of matters of general or public interest.

(3) The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services, provided the governing board charges the church or religious organization using the school facilities or grounds a fee as specified in subdivision (d) of Section 38134.

(4) Child care or day care programs to provide supervision and activities for children of preschool and elementary school age.

(5) The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.

(6) Supervised recreational activities including, but not limited to, sports league activities for youths that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination.

(7) A community youth center.

(8) A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization.

(9) Other purposes deemed appropriate by the governing board.

38133. The management, direction, and control of school facilities under this article are vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

(a) Aid, assistance, and encouragement to any of the activities authorized in Sections 38131 and 38132.

(b) Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.

(c) That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork.

38134. (a) (1) The governing board of a school district shall authorize the use of school facilities or grounds under its control by a nonprofit organization, or by a club or an association organized to promote youth and school activities, including, but not necessarily limited to, any of the following:

(A) The Girl Scouts; the Boy Scouts; Camp Fire USA; or the YMCA.

(B) A parent-teacher association.

(C) A school-community advisory council.

(2) This subdivision does not apply to a group that uses school facilities or grounds for fundraising activities that are not beneficial to youth or public school activities of the school district, as determined by the governing board.

(b) Except as otherwise provided by law, a governing board may charge an amount not to exceed its direct costs for use of its school facilities or grounds. A governing board that levies these charges shall first adopt a policy specifying which activities shall be charged an amount not to exceed direct costs.

(c) The governing board of a school district may charge an amount, not to exceed its direct costs for use of its school facilities or grounds by the entity using the school facilities or grounds, including a religious organization or church, that arranges for and supervises sports league activities for youths as described in paragraph (6) of subdivision (b) of Section 38131.

(d) The governing board of a school district that authorizes the use of school facilities or grounds for the purpose specified in paragraph (3) of subdivision (b) of Section 38131 shall charge the church or religious organization an amount at least equal to the school district's direct costs.

(e) In the case of an entertainment or a meeting where an admission fee is charged or contributions are solicited, and the net receipts are not expended for the welfare of the pupils of the school district or for charitable purposes, a charge equal to fair rental value shall be levied for the use of the school facilities or grounds.

(f) If the use of school facilities or grounds under this section results in the destruction of school property, the entity using the school facilities or grounds may be charged for an amount necessary to repay the damages, and further use of the facilities or grounds by that entity may be denied.

(g) As used in this section:

(1) "Direct costs" to the school district for the use of school facilities or grounds includes all of the following:

(A) The share of the costs of supplies, utilities, janitorial services, services of school district employees, and salaries paid to school district employees directly associated with the administration of this section to operate and maintain school facilities or grounds that is proportional to the entity's use of the school facilities or grounds under this section.

(B) The share of the costs for maintenance, repair, restoration, and refurbishment, proportional to the use of the school facilities or grounds by the entity using the school facilities or grounds under this section as follows:

(i) For purposes of this subparagraph, "school facilities" shall be limited to only nonclassroom space and "school grounds" shall include, but not be limited to, playing fields, athletic fields, track and field venues, tennis courts, and outdoor basketball courts.

(ii) The share of the cost for maintenance, repair, restoration, and refurbishment shall not apply to:

(I) Classroom-based programs that operate after school hours, including, but not limited to, after school programs, tutoring programs, or child care programs.

(II) Organizations retained by the school or school district to provide instruction or instructional activities to pupils during school hours.

(iii) Funds collected under this subparagraph shall be deposited into a special fund that shall only be used for purposes of this section.

(2) "Fair rental value" means the direct costs to the school district plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized.

(h) By December 31, 2013, the Superintendent shall develop, and the state board shall adopt, regulations to be used by a school district in determining the proportionate share and the specific allowable costs that a school district may include as direct costs for the use of its school facilities or grounds.

(i) (1) A school district authorizing the use of school facilities or grounds under subdivision (a) is liable for an injury resulting from the negligence of the school district in the ownership and maintenance of the school facilities or grounds. An entity using school facilities or grounds under this section is liable for an injury resulting from the negligence of that entity during the use of the school facilities or grounds. The school district and the entity using the school facilities or grounds under this section shall each bear the cost of insuring against its respective risks, and shall each bear the costs of defending itself against claims arising from those risks.

(2) Notwithstanding any other law, this subdivision shall not be waived. This subdivision does not limit or affect the immunity or liability of a school district under Division 3.6 (commencing with Section 810) of Title 1 of the Government Code, for injuries caused by a dangerous condition of public property.

(j) This section shall remain in effect only until January 1, 2020, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2020, deletes or extends that date.

38134. (a) (1) The governing board of a school district shall authorize the use of school facilities or grounds under its control by a nonprofit organization, or by a club or an association organized to promote youth and school activities, including, but not necessarily limited to, any of the following:

(A) The Girl Scouts; the Boy Scouts; Camp Fire USA; or the YMCA.

(B) A parent-teacher association.

(C) A school-community advisory council.

(2) This subdivision does not apply to a group that uses school facilities or grounds for fundraising activities that are not beneficial to youth or public school activities of the school district, as determined by the governing board.

(b) Except as otherwise provided by law, a governing board may charge an amount not to exceed its direct costs for use of its school facilities or grounds. A governing board that levies these charges shall first adopt a policy specifying which activities shall be charged an amount not to exceed direct costs.

(c) The governing board of a school district may charge an amount, not to exceed its direct costs for use of its school facilities or grounds by the entity using the school facilities or grounds, including a religious organization or church, that arranges for and supervises sports league

activities for youths as described in paragraph (6) of subdivision (b) of Section 38131.

(d) The governing board of a school district that authorizes the use of school facilities or grounds for the purpose specified in paragraph (3) of subdivision (b) of Section 38131 shall charge the church or religious organization an amount at least equal to the school district's direct costs.

(e) In the case of an entertainment or a meeting where an admission fee is charged or contributions are solicited, and the net receipts are not expended for the welfare of the pupils of the school district or for charitable purposes, a charge equal to fair rental value shall be levied for the use of the school facilities or grounds.

(f) If the use of school facilities or grounds under this section results in the destruction of school property, the entity using the school facilities or grounds may be charged for an amount necessary to repay the damages, and further use of facilities or grounds by that entity may be denied.

(g) As used in this section:

(1) "Direct costs" to the school district for the use of school facilities or grounds means the costs of supplies, utilities, janitorial services, services of school district employees, and salaries paid to school district employees directly associated with the administration of this section necessitated by the entity's use of the school facilities or grounds.

(2) "Fair rental value" means the direct costs to the school district plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized.

(h) (1) A school district authorizing the use of school facilities or grounds under subdivision (a) is liable for an injury resulting from the negligence of the school district in the ownership and maintenance of the school facilities or grounds. An entity using school facilities or grounds under this section is liable for an injury resulting from the negligence of that entity during the use of the school facilities or grounds. The school district and the entity using the school facilities or grounds under this section shall each bear the cost of insuring against its respective risks and shall each bear the costs of defending itself against claims arising from those risks.

(2) Notwithstanding any other law, this subdivision shall not be waived. This subdivision does not limit or affect the immunity or liability of a school district under Division 3.6 (commencing with Section 810) of Title 1 of the Government Code, for an injury caused by a dangerous condition of public property.

(i) This section is operative on and after January 1, 2020.

38135. Any use, by any individual, society, group, or organization for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States or of the state by force, violence, or other unlawful means shall not be permitted or suffered.

Any individual, society, group, or organization which commits any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government by force, violence, or other unlawful means while using school property pursuant to the provisions of this chapter is guilty of a misdemeanor.

38136. No governing board of a school district shall grant the use of any school property to any person or organization for any use in violation of Section 38135.

For the purpose of determining whether or not any individual, society, group, or organization applying for the use of the school property intends to violate Section 38135, the governing board shall require the making and delivery to the governing board, by the applicant of a written statement of information in the following form:

STATEMENT OF INFORMATION

The undersigned states that, to the best of his or her knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence or other unlawful means;

That _____, the organization on whose behalf he or she is making application for use of school property, does not, to the best of his or her knowledge, advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of his or her knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury.

_____

(Signature)

The school board may require the furnishing of additional information as it deems necessary to make the determination that the use of school property for which application is made would not violate Section 38135.

Any person applying for the use of school property on behalf of any society, group, or organization shall be a member of the applicant group and, unless he or she is an officer of the group, must present written authorization from the applicant group to make the application.

The governing board of any school district may, in its discretion, consider any statement of information or written authorization made pursuant to the requirements of this section as being continuing in effect for the purposes of this section for the period of one year from the date of the statement of information or written authorization.

38137. Written statements of information as required by Section 38136 need not be under oath, but shall contain a written declaration that they are made under the penalty of perjury, and any person so signing the statements who willfully states therein as true any material matter which he or she knows to be false, is subject to the penalties prescribed for perjury in the Penal Code.

38138. Notwithstanding the provisions of this article or any other provisions of law, when a nonpartisan charitable organization organized under the laws of this state has constructed or will construct, subject to the provisions of Article 3 (commencing with Section 39140) of Chapter 2 of this part, a school athletic and youth center facility at no cost to a school district, upon a school-district-owned site to be owned by and for the benefit of the school occupying the site, the governing board of the school district, in accepting the donation and prescribing the conditions and restrictions with respect thereto, may permit the general use of the facility under the provisions of this article for specified supervised recreational activities which are sponsored by or conducted by the donor organization, and may also permit the donor organization to use the facility for this purpose at times when the

facility is not being used by the school district for the educational program and related school activities of the designated beneficiary school, unless the use and occupancy of the facility by the donor organization would otherwise interfere with the regular conduct of the school. Any use granted to the donor organization shall, however, immediately and forever terminate if the donor organization denies the use of the facility to any person because of their race, religion, creed, national origin, ancestry, or sex.

This section shall apply only to elementary school districts in San Diego County which had an average daily attendance of 425 or less during the 1970-71 school year, and which, during the 1970-71 school year, had a modified assessed valuation per pupil in average daily attendance of between forty-five thousand dollars ($45,000) and fifty thousand dollars ($50,000).

38139. (a) Public primary schools shall post at an appropriate area restricted to adults information regarding missing children provided by the Department of Justice pursuant to Section 14208 of the Penal Code.

(b) Public secondary schools shall post at an appropriate area information regarding missing children provided by the Department of Justice pursuant to Section 14208 of the Penal Code.

Exhibit B

Summary Schedule of Usage Costs

Summary Schedule of Usage Costs

Facility Type	Operational Direct Costs per hour	Capital Direct Costs per Hour	Total Direct Costs per Hour	Amortized Costs per Hour	Fair Rental Value Costs[1]
Indoor Facilities					
Classroom	$2.35	N/A	$2.35	$5.83	$8.18
Multipurpose Room	$7.81	$20.33	$28.14	$20.33	$28.14
Library - Small	$5.58	$14.62	$20.20	$14.62	$20.20
Library - Large	$23.45	$61.41	$84.86	$61.41	$84.86
Theatre - Small	$6.07	$15.60	$21.67	$15.60	$21.67
Theatre - Medium	$28.05	$72.08	$100.13	$72.08	$100.13
Theatre - Large	$33.78	$86.80	$120.58	$86.80	$120.58
Gym - Small	$33.40	$70.92	$104.32	$70.92	$104.32
Gym - Large	$53.83	$114.33	$168.16	$114.33	$168.16
Locker Room	$15.49	$32.89	$48.38	$32.89	$48.38
Cafetorium	$3.18	$2.20	$5.38	$2.20	$5.38
Staff Lounge	$3.37	$8.70	$12.07	$8.70	$12.07
Restroom	$1.21	$3.50	$4.71	$3.50	$4.71
Conference Room	$0.22	$0.56	$0.78	$0.56	$0.78
Outdoor Facilities					
Hard Court/Playground	$28.85	$5.60	$34.45	$5.60	$34.45
Lunch Table Area	$12.19	$2.44	$14.63	$2.44	$14.63
Parking Lot	$22.12	$6.36	$28.48	$6.36	$28.48
Tennis Court	$42.05	$12.10	$54.15	$12.10	$54.15
Baseball Field (Natural)	$69.17	$22.90	$92.07	$22.90	$92.07
Track/Soccer/Football (Natural)	$57.81	$8.93	$66.74	$8.93	$66.74
Track/Soccer/Football (Synthetic)	$40.60	$21.90	$62.50	$21.90	$62.50
Stadium (Synthetic)	$112.92	$120.03	$232.95	$120.03	$232.95
Outdoor Amphitheater	$18.11	$51.13	$69.24	$51.13	$69.24
Pool Usage					
25M Pool	$42.06	$15.70	$57.76	$15.70	$57.76
50M Pool	$87.31	$33.34	$120.65	$33.34	$120.65

[1]Please note that the estimated replacement costs were used in determining each facility's Capital Direct Cost. The Capital Direct Cost calculation is the same calculation used in determining the annual amortized costs per facility. Accordingly, the Study only used the Operational Direct Cost component in lieu of the total Direct Costs (total Direct Costs are comprised of Operational Direct Costs and Capital Direct Costs) when calculating the Fair Rental Value rates per facility to preclude the duplication of costs.

These hourly fees do not include any applicable labor costs (see Table 1 for direct hourly labor fees). Labor costs for set-up, supervision, equipment personnel and cleanup will be determined by the School District for each event. An additional fee will be also imposed for the use of School District equipment.