BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 N. Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF REGULAR MEETING

Date: April 28, 2023

To: Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Jessica Guerrero, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630

You are hereby notified that a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday the 4th day of May 2023

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, May 2, to allow reasonable arrangement to ensure interpretation services.

Closed Session-3:15 p.m.
Regular Meeting-6:00 p.m.

Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES
Agenda
Thursday, May 4, 2023
Closed Session-3:15 p.m.
Regular Meeting–6:00 p.m.

As a courtesy to the community, members of the public may observe the meeting by livestream on the District's YouTube channel at https://bit.ly/2KEiCDA.

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, May 2, 2023, to allow reasonable arrangement to ensure interpretation services.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, May 2, 2023, to allow for reasonable arrangements to ensure accessibility to the meeting.

We respectfully acknowledge that the Anaheim Union High School District is located on the ancestral land of the Gabrielino/Tongva people. We gratefully acknowledge those on whose ancestral homelands we gather, as well as the diverse and vibrant Native communities who make their home here today.

1. **CALL TO ORDER-ROLL CALL** ***ACTION ITEM***

2. **ADOPTION OF AGENDA** ***ACTION ITEM***

3. **PUBLIC COMMENTS, CLOSED SESSION ITEMS** ***INFORMATION ITEM***

   This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

4. **CLOSED SESSION** ***ACTION/INFORMATION ITEMS***

   The Board of Trustees will meet in closed session for the following purposes:

   4.1 To consider matters pursuant to Government Code Section 54957: Public employee performance evaluation, superintendent.

4.2 To consider matters pursuant to Government Code Section 54957.6: Conference with negotiators, agency designated representatives-Brian O'Neal, Board president, regarding unrepresented employee, superintendent.

4.3 To consider matters pursuant to Government Code Section 54956.9(d)(1): Conference with legal counsel, existing litigation (Orange County Superior Court Case No. 30-2020-01148065-CU-PO-CJC [Lead Case], Consolidated Case No. 30-2020-01156793-CU-PO-CJC and Consolidated Case No. 30-202101230090-CU-PO-CJC).

4.4 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Mr. Matsuda, Dr. Fried, Dr. Nien, and Mr. Jackson regarding negotiations and contracts with the American Federation of State, County and Municipal Employees (AFSCME), Anaheim Personnel and Guidance Association (APGA), Anaheim Secondary Teachers Association (ASTA), California School Employees Association (CSEA), and Mid-Managers Association (MMA).

4.5 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release.

4.6 To consider matters pursuant to Government Code Section 44954: Release of temporary certificated employees. **[CONFIDENTIAL]**

4.7 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2022-23-02. **[CONFIDENTIAL]**

4.8 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2022-23-13. **[CONFIDENTIAL]**

4.9 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2022-23-302. **[CONFIDENTIAL]**

4.10 To consider matters pursuant to Education Code Section 48918: Expulsion of student: 22-35. **[CONFIDENTIAL]**

5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT *INFORMATION ITEMS*

5.1 ***Reconvene Meeting***

The Board of Trustees will reconvene into open session.

5.2 ***Pledge of Allegiance and Moment of Silence***

Student Representative to the Board of Trustees Omkar Katre will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5.3 ***Closed Session Report***

The clerk of the Board of Trustees will report actions taken during closed session.

6. RECOGNITIONS *INFORMATION ITEMS*

6.1 ***Student Representative to the Board of Trustees***

The Board of Trustees will honor Omkar Katre for his service as student representative to the Board during the 2022-23 year.

6.2 ***2022-23 AUHSD Student Ambassadors***

The Board of Trustees will honor the District's student ambassadors for their service during the 2022-23 year. The ambassadors serve as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders are also deeply embedded in the District's governance structure and actively provide the "student voice" wherever possible. The following students will be recognized for this important contribution to the District.

Evelyn Alonso	Anaheim High School
Maliyah Balcomb-Fikre	Cambridge Virtual Academy
Vinod Vairavaraj	Cypress High School
Michael Flores	Gilbert High School
Adrian Barrios	Hope School
Roland Hernandez	Katella High School
Monica Mikhael	Kennedy High School
Ari Cardenas	Loara High School
Muntadhar Al-Jadeed	Magnolia High School
Joseph Reyes Olivas	Oxford Academy
Jana Saadeh	Savanna High School
Brianna Dawson	Western High School

6.3 ***Jack Moore Award, California Association of Directors of Activities, Paul Chylinski***

The Board of Trustees will recognize Paul Chylinski, lead AUHSD activities director, for receiving the Jack Moore Award from the California Association of Directors of Activities (CADA). The Jack Moore Award is a lifetime achievement award, named after CADA's first president, recognizing longstanding efforts on behalf of the organization in working with both student leaders and advisors, as well as serving CADA statewide.

6.4 ***Anaheim Union High School District Counselors of the Year***

The Board of Trustees will recognize counselors of the year, Candace Dion, Elizabeth Grothe, and Panayiota Hatzis, as the Anaheim Union High School District's Counselors of the Year for 2022-23.

7. REPORTS *INFORMATION ITEMS*

7.1 ***Student Representative's Report***

Omkar Katre, student representative to the Board of Trustees, will report on student activities throughout the District.

7.2 ***Student Speakers***

Any Anaheim Union High School District student in the audience who wishes to speak to the Board of Trustees may do so at this time. Students wishing to address the Board of Trustees should complete a student speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Students wishing to speak at this time are limited to three minutes. Board members cannot immediately respond to student comments, as stated on the speaker request form. Students may also choose to speak during the Public Comment section of the agenda instead of at this time; however, they may only speak once per topic during the meeting.

7.3 ***Reports of Associations***

Officers present from the District's employee associations will be invited to address the Board of Trustees.

7.4 ***Parent Teacher Student Association (PTSA) Report***

PTSA representatives present will be invited to address the Board of Trustees.

8. **PRESENTATIONS** ***INFORMATION ITEMS***

8.1 ***AUHSD Community Schools***

Background Information:
The Districts community school model lives through an equitable, asset-based instructional approach focused on existing community strengths and nurturing potential. The District's vision, core values, and infrastructure align with the community schools model to create a safe place at the heart of a community where students, families, educators, and staff are connected and work together to expand opportunities, as well as address the needs of the whole child. In November 2019, the AUHSD Board of Trustees unanimously approved the launch of a pilot program for two schools to be established as community schools: Anaheim High School and Sycamore Junior High School. The District expanded the Community Schools model to thirteen schools through the California Community Schools Partnership Program (CCSPP) round one grant cycle in May 2022. The District seeks to share updates of the community schools progress, including possible community school model expansion within the remaining eight schools not yet funded through the CCSPP.

Current Consideration:
Director Community Schools, Family and Community Engagement Carlos Hernandez, along with Educational Services staff will present to the Board of Trustees an update on the AUHSD Community Schools and possible expansion.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information.

8.2 ***District English Learner Advisory Committee (DELAC)***

Background Information:
In compliance with state regulations, DELAC shall advise the Board of Trustees on the programs and procedures related to the implementation of the English Learner/Plurilingual Program. Parent input and needs are gathered and addressed by the Plurilingual staff at DELAC meetings. The DELAC executive committee shall advise the Board of Trustees on the needs of the English Learner/Plurilingual students.

Current Consideration:
The DELAC executive committee, along with the Plurilingual Services staff will present to the Board of Trustees on required tasks, which include the District's annually updated Plurilingual Master plan and goals for services, needs assessment, teacher and paraprofessional qualifications, annual languages census, procedures for reclassification, as well as written notifications.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information. **[EXHIBIT A]**

9. **PUBLIC COMMENTS, OPEN SESSION ITEMS** ***INFORMATION ITEM***

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

10. **ITEMS OF BUSINESS**

RESOLUTIONS

10.1 ***Resolution No. 2022/23-HR-11, Classified School Employee Week, May 21-27, 2023*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees. From the time students board a school bus to the time they head home at the end of the day, every aspect of their educational experience is impacted by a classified school employee.

The Board of Trustees recognizes that classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly, classified employees are integral to the District and public education.

Current Consideration:
Resolution No. 2022/23-HR-11 declares May 21, 2023, through May 27, 2023, Classified School Employee Week. Classified employees will be recognized for their valuable services to the schools and students of the Anaheim Union High School District.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2022/23-HR-11, by a roll call vote. **[EXHIBIT B]**

10.2 ***Resolution No. 2022/23-E-23, Enhancing Supports and Resources for our LGBTQ+ Students*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The District prides itself on its diversity and inclusiveness, providing safe and welcoming spaces for students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, and sexual orientation. As many as 10.3 percent of California students in middle and high schools identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, gender nonconforming, gender fluid, and gender nonbinary (LGBTQ+). Youth identifying as LGBTQ+ are overrepresented in the populations of youth experiencing homelessness; youth who are the victims of bullying and discrimination; and youth who have attempted or died as a result of suicide.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2022/23-E-23, Enhancing Supports and Resources for our LGBTQ+ Students. This resolution will support our LGBTQ+ community by celebrating the achievements and contributions of the LGBTQ+ community. This can be achieved through various recognitions including, but not limited to: AUHSD Pride Week, LGBTQ+ Pride Month, LGBTQ+ History Month, National Coming Out Day, and Transgender Day of Remembrance, consistent with the District's Ethnic Studies framework, which includes curriculum around contributions of LGBTQ+ individuals.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2022/23-E-23, by a roll call vote. **[EXHIBIT C]**

10.3 ***Resolution No. 2022/23-HR-10, Certificated Reduction in Force*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
On March 7, 2023, the Board adopted Resolution No. 2022/23-HR-03 to address economic conditions including the level of services needed to support the District's students, increased employer contribution to CalSTRS and CalPERS, and increased employee health and welfare costs have caused deficit spending, which has had an adverse impact on the finances of the District.

Education Code Sections 44949 and 44955 control the process for laying off certificated services through due process, which includes the right of affected employees to request a hearing. Although some affected employees requested a hearing, the hearing requests were withdrawn. The law requires final notices to affected employees be dispatched no later than May 15, 2023. Resolution No. 2022/23-HR-10 directs administration to issue the appropriate number of notices to affected employees that their services will not be required for the 2023-24 year.

Current Consideration:
The resolution is a reduction in force, due to reduction or elimination of certain particular kinds of services rendered by certificated employees.

Budget Implication:
The reduction in force will reduce costs by approximately $850,000.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2022/23-HR-10, by a roll call vote. **[EXHIBIT D]**

BUSINESS SERVICES

10.4 ***New Board Policy 91105 (6163.2), Animals on Campus, First Reading*** ***INFORMATION ITEM***

Background Information:
Currently, the District does not have a policy that speaks to, or regulates, animals on District property.

Current Consideration:
The District does not currently have a policy addressing animals on campus. The proposed policy is based on the California School Boards Association's (CSBA) policy on animals on campus, 6163.2.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board review Board Policy 91105 (6163.2). **[EXHIBIT E]**

10.5 ***Agreement, City of Cypress*** ***ACTION ITEM***

Background Information:
The city of Cypress, as the ex officio and controlling entity for the Cypress Recreation and Park District (Cypress), and the District, share a common goal of providing a safe, healthy, and vibrant community for students, staff, as well as residents. The District is in the process of replacing the electronic marquee (Marquee) at Oxford Academy (Oxford), and has the opportunity to offset some of the costs associated with the purchase and installation of the Marquee through collaboration with Cypress.

Current Consideration:
Cypress will donate $20,000 towards the purchase, installation, and the shared use with Oxford, to create and display content. The term of the agreement will commence upon its execution and will remain in effect for the duration of the Marquee's useful life. The agreement will be signed following Board approval.

Budget Implication:
The donation of $20,000 from Cypress will help offset the overall cost of the Marquee.

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT F]**

10.6 ***Facilities Use Agreement, City of Cypress*** ***ACTION ITEM***

Background Information:
The city of Cypress as the ex officio and controlling entity for the Cypress Recreation and Park District (Cypress), will be undertaking the renovation project of its Arnold Cypress Park beginning this summer. The displacement of the city administered girls softball program will be required, thus prompting Cypress to seek an alternate location from the District to accommodate the continuance of the sport during construction.

Current Consideration:
Cypress is requesting to use the softball and baseball fields, field restrooms, concessions building, as well as the parking lot at Walker Junior High School, upon the start of construction at the Arnold Cypress Park, as long as the use does not conflict with the school's activities. The agreement will be in effect June 1, 2023, through February 28, 2025, or completion of construction at the Arnold Cypress Park, whichever comes first. The agreement will be signed following Board approval.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT G]**

10.7 ***Facilities Use Agreement, City of Anaheim*** ***ACTION ITEM***

Background Information:
The city of Anaheim (Anaheim) has contacted the District to request that athletic fields be made available to city administered nonprofit youth organizations, and for "park-like" use. Trident Education Center, South, and Sycamore junior high schools are considered for use under the agreement.

Current Consideration:
The District is agreeing to waive charges for fields used by nonprofit youth organizations at the three school sites. Sycamore Junior High School will also be used in a "park-like" manner for passive recreation. The fields will be available in the afternoons during the school year and all-day during the summer months. Pursuant to the Park Ranger Program, Anaheim will provide personnel and vehicles to patrol the three schools in an effort to control vandalism. The agreement will be effective May 5, 2023, through May 4, 2028, unless terminated earlier. The agreement will be signed following Board approval.

Budget Implication:
Anaheim will pay the District $50,000 annually for improvement and maintenance costs for the three sites covered under the agreement.

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT H]**

10.8 ***Right of Entry, City of Anaheim*** ***ACTION ITEM***

Background Information:
This summer, the city of Anaheim (Anaheim) will be undertaking a public works project (Project) to rehabilitate South Street from State College Boulevard to Sunkist Street. The Project will partially impact vehicular access to South Junior High School (Property) for a few weeks.

Current Consideration:
The District is requested to grant a Right of Entry to temporarily access the Property while the Project is performed. The Project will include the reconstruction of two driveways and the adjacent sections of asphalt paving within the Property. Half of the street and driveways will be available at all times, for access by staff and visitors. The Right of Entry will not grant or convey any permanent easement or other interest in the Property. The Right of Entry will become effective fourteen days from Anaheim's written notice to the District and will expire six months after becoming effective. The right of entry will be signed after Board approval.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees grant the right of entry. **[EXHIBIT I]**

10.9 ***Facilities Use Agreement, St. Thomas Catholic Korean Church*** ***ACTION ITEM***

Background Information:
The District is in need of additional staff parking during the installation of the new solar carports at the District Office.

Current Consideration:
St. Thomas Catholic Korean Church has generously given the District permission to use 175 parking spaces in the church's main parking lot at no cost. The parking spaces will be available for District staff on weekdays from 4:00 a.m. to 6:00 p.m. starting April 3, 2023, until the project is completed.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement. **[EXHIBIT J]**

EDUCATIONAL SERVICES

10.10 ***Purchase Through Public Corporation or Agency, SHI International Corp.*** ***ACTION ITEM***

Background Information:
The District is looking to update its virtual server environment from Hyper-V to VMWare. The latter will simplify management of our increasingly complex and mission-critical computer network. VMWare will equip the District network team with tools to manage heterogeneous technology and build additional resilience in operations.

Current Consideration:
The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with SHI International Corp. that will allow other agencies, including local districts, the purchase of various software as a service (SAAS) solutions like VMware vSphere Enterprise Plus, while also including various services. The material and services will be purchased utilizing DGS CMAS contract 3-23-04-1003, through May 2026, including any extensions of the contract. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

Budget Implication:
The total cost is not to exceed $82,763.10, which includes three years of support. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the purchase of VMWare vSphere Enterprise Plus, while also including various services utilizing DGS's CMAS contract 3-23-04-1003 to SHI International Corp., with orders being placed directly or with any authorized dealer, including extensions of the contract. **[EXHIBIT K]**

10.11 ***Class Chat, Inc.*** ***ACTION ITEM***

Background Information:
In 2020, Dean Delgado, Cypress High School teacher, introduced then Cypress Student Emanuel Tafese to Scott Reindl and Erik Greenwood. Mr. Tafese started to develop an application to facilitate student to student and teacher to student communications. He continued to refine the application and began pilot testing at Cypress High School. Over the last three years, he has added security features, integration with Aeries student information system, and has begun the exploration leveraging the application to include parents. Mr. Tafese has also turned the project into a marketable application and is building a company behind it.

Current Consideration:
During the 2022-23 year, Cypress High School, Walker Junior High School, and Cambridge Virtual Academy have piloted the application to varying degrees. This agreement will allow the three schools to continue to use the application and permit the evaluation of a potential broader implementation. Services will be provided May 1, 2023, through April 30, 2024.

Budget Implication:
The total cost for this service is not to exceed $13,746. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT L]**

HUMAN RESOURCES

10.12 ***Declaration of Need for Fully Qualified Educators*** ***ACTION ITEM***

Background Information:
The Declaration of Need for Fully Qualified Educators is a requirement established by the California Commission on Teacher Credentialing (CCTC) to permit the District to employ certificated staff members in certain identified areas of need. When the District is unable to find a suitable, fully prepared teacher for an assignment, despite its diligent efforts, the District is permitted to hire teachers with alternate teaching permits.

Current Consideration:
The Declaration of Need for Fully Qualified Educators fulfills the CCTC requirements for hiring teachers with alternate authorizations and interns for subject areas that are difficult to fill. The declaration permits the District to hire teachers with an emergency Cross-Cultural and Language Development (CLAD), Bilingual Cross-Cultural and Language Development (BCLAD), Language, Speech and Hearing, or Special Class Authorization, as well as allowing the District to apply for a Provisional Internship Permit (PIP) and/or a short-term staff permit (STSP), which is used for acute staffing in subject areas that are difficult to fill. Many California districts experience shortages of teachers in these areas.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the Declaration of Need for Fully Qualified Educators, as required by the State Commission on Teacher Credentialing. **[EXHIBIT M]**

SUPERINTENDENT'S OFFICE

10.13 ***Trustee Monthly Compensation*** ***ACTION ITEM***

Background Information:
Education Code Section 35120 and Board Policy 10250 (BB 9250) establish the maximum monthly compensation that each member of the Board of Trustees may receive based on average daily attendance in the District. The Education Code and Board Policy further provide that individual member compensation may be increased on an annual basis in an amount not to exceed 5 percent of the present monthly rate of compensation, effective at the time of approval.

Current Information:
On December 13, 2022, the Board approved an agreement with the Anaheim Secondary Teachers Association (ASTA) that provided an 8 percent salary increase retroactive to July 1, 2022. On January 19, 2023, the Board approved an 8 percent salary increase retroactive to July 1, 2022, for the American Federation of State, County and Municipal Employees (AFSCME), the Anaheim Leadership Team Association (ALTA), and Cabinet. On February 16, 2023, the Board approved an 8 percent salary increase retroactive to July 1, 2022, for the California School Employees Association (CSEA). On March 7, 2023, the Board approved an 8 percent salary increase retroactive to July 1, 2022, for the Mid-Managers Association

(MMA). As a matter of annual review, and to align adjustments to Trustee compensation with District employee groups, it is recommended that the Board of Trustees consider a 5 percent increase in individual Trustee compensation effective June 1, 2023.

Budget Implication:
Individual Trustee compensation would increase by $47.97 per month. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve a 5 percent increase in individual Trustee compensation from $959.46 to $1,007.43 per month, effective June 1, 2023.

10.14 ***Employment Agreements for the Superintendent, Assistant Superintendents, and District Counsel*** ***ACTION ITEM***

Background Information:
Employment agreements are required for the District's superintendent and unrepresented upper-level management employees. On May 5, 2022, the Board of Trustees approved employment agreements through June 30, 2026, with the superintendent; the assistant superintendents of Business, Education, and Human Resources; and District counsel. On January 19, 2023, the Board approved an adjustment to the mileage allowance for administrators, other than the superintendent and upper-level management employees, on the 2022-23 salary schedule.

Current Considerations:
As a matter of annual review, it is respectfully requested that the Board of Trustees consider extending by one year the employment agreements with the superintendent, the assistant superintendents, and District counsel. It is further requested that the Board adjust the superintendent's mileage allowance and add a mileage allowance for the assistant superintendents and District counsel, to align them with certificated directors, senior high principals, coordinators, and the public information manager.

Budget Implication:
The adjustment to and addition of mileage allowances would collectively total $880 per month.

Staff Recommendation:
It is recommended that the Board of Trustees approve employment agreements through June 30, 2027, and set a mileage allowance of $216 per month for the superintendent, assistant superintendents, and District counsel.

10.15 ***Membership, California Latino School Boards Association*** ***ACTION ITEM***

Background Information:
California Latino Schools Board Association is a nonprofit organization dedicated to ensuring Latino/a students have the best educational opportunities and resources available to succeed. They are committed to meeting the educational needs for all Latino/a students by working with educational organizations and empowering current and future Latino/a School board members.

Current Consideration:
At the request of a Trustee, the item is brought forward for Board consideration. Up to five individuals can be designated for member benefits.

Budget Implication:
The cost of the membership for the 2023 year is not to exceed $450. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the membership.

11. **CONSENT CALENDAR** ***ACTION ITEM***

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent calendar items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed or removed from the consent calendar.

BUSINESS SERVICES

11.1 ***Agreement, Frontline Technologies Group LLC***

Background Information:
The District is currently using a software application called Comparative Analytics from Frontline Technologies Group LLC (Frontline Education) to assist in providing key data when making budgetary related decisions. This included such data as birth rates, feeder attendance figures, financial information, a custom enrollment projection, and many other extensive reporting capabilities.

Current Consideration:
Frontline Education has another software applications module called Financial Planning Analytics that can be used to assist the District in preparing multi-year projections (MYPs). The software application will be setup with District specific data to provides a comprehensive tool to evaluate various budgetary scenarios and their impact on outlying years. Ultimately, staff will have the capability to develop MYPs efficiently with varying assumptions.

The agreement will be pro-rated this year to align with the fiscal year and then will continue through June 30, 2024. The cost includes an annual subscription fee, one-time implementation fee, and training.

Budget Implication:
The cost is not to exceed $22,400. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement with Frontline Technologies Group LLC. **[EXHIBIT N]**

11.2 ***Agreement, Anaheim Elementary School District, Preschool Meal Program***

Background Information:
Anaheim Union High School District has had a vendor agreement to provide meals (breakfast and lunch) to the Anaheim Elementary School District (AESD) Pre-School

Program for over ten years. The inter-agency meal agreement is a three-year agreement, which requires approval by the Board of Trustees.

Current Consideration:
This agreement generates revenue from the meals served and provides a community service. Staff requests approval for services to be provided for the three-year agreement, effective July 1, 2023, through June 30, 2026. The Food Services Department prepares and delivers meals to AESD pre-schools on a daily basis, and bills AESD for the meals.

Budget Implication:
This agreement generates revenue from the meals delivered. (Cafeteria Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT O]**

11.3 ***Award of Bid, Food Service***

Background Information:
There are food service related items that the District anticipates it will need during the school year; such items including produce, refrigerated and frozen food, dry goods, processed commodities, as well as other related items. The Board of Trustees is requested to award a bid for the purchase of these various food related items.

Current Consideration:
This bid will establish discounted pricing and fulfill federal, state, and local bidding requirements. The amount shown below is the best annual estimate and actual amount expended could be higher or lower. The following bid is from the lowest, most responsible, and responsive bidder.

The Board of Trustees is requested to award the following bid.

Bid#	Service	Award	Amount
2023-33	Frozen Food, Refrigerated Food, Dry Goods, Processed Commodity, and Related Services	Gold Star Foods, Inc.	$9,151,663

Budget Implication:
The total anticipated annual expenditure is listed above, but actual amounts may be more or less based on usage and market conditions. (Cafeteria Funds)

Staff Recommendation:
It is recommended that the Board of Trustees award Bid 2023-33, pursuant to Public Contract Code 20111, to Gold Star Foods, Inc. for the purchase of various food service items from the listed supplier for up to three years, renewable annually by the District's director of Purchasing and Central Services.

11.4 ***Award of Bid, Pool Chemicals and Related Items***

Background Information:
There are pool cleaning chemicals and related items that the District anticipates it will need during the school year to maintain all of the pools; such items include chlorine, acids, and

other items. The Board of Trustees is requested to award the bid for the purchase of these various pool cleaning supplies.

Current Consideration:
This bid will establish discounted pricing and fulfills formal bidding requirements. The amounts shown below are best annual estimates and actual amounts expended could be higher or lower. The following bid is from the lowest, most responsible, and responsive bidders.

The Board of Trustees is requested to award the following bid.

Bid#	Service	Award	Amount
2023-34	Pool Chemicals and Related Items	Waterline Technologies, Inc.	$187,000

Budget Implication:
The total anticipated annual expenditure is listed above, but actual amounts may be more or less based on actual usage. (Maintenance Funds)

Staff Recommendation:
It is recommended that the Board of Trustees award Bid 2023-34, pursuant to Public Contract Code 20111, for the purchase of pool chemicals and related items from the listed supplier for up to three years, renewable annually by the District's director of Purchasing and Central Services.

11.5 ***Amendment, Citizens' Bond Oversight Committee Bylaws***

Background Information:
Pursuant to Education Code, Chapter 1.5, Strict Accountability in Local School Construction Bonds Act of 2000, a school district is required to establish a Citizens' Bond Oversight Committee (CBOC) upon the passing of a local school construction bond. The committee's duties include informing the public concerning the District's expenditure of the bond proceeds, reviewing the expenditure reports produced by the District, and presenting an annual report with a focus on bond expenditure compliance to the Board of Trustees. Since the passing of Measure H in 2014, and in accordance with Education Code Section 15282(a), the Board of Trustees has established a CBOC consisting of at least seven members serving up to three consecutive two-year terms.

Current Consideration:
The CBOC members expressed an interest to remain on the CBOC for the entire duration of the program in order to see all Measure H projects and funds expended. An amendment to the CBOC bylaws will be required reflecting an extension of each consecutive term from two years to four years.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the amended Citizens' Bond Oversight Committee bylaws from three consecutive terms of two years each term, to three consecutive terms of four years each term. **[EXHIBIT P]**

11.6 ***Agreement Amendment, Vital Inspection Services, Inc.***

Background Information:
Vital Inspection Services, Inc. (VIS) has been providing Division of the State Architect (DSA) inspector of record, and related services for the District. These services are necessary for public works construction, and other renovation projects. The Board of Trustees approved an agreement with VIS on June 18, 2020.

Current Consideration:
The District desires to amend the agreement with VIS to conduct all work required for DSA inspection services for the ongoing Measure H projects, and other work associated with the Maintenance and Facilities departments.

Budget Implication:
The agreement will be increased by $200,000, for a total cost not to exceed $700,000, through January 31, 2024. The agreement amendment will be based on 1) VIS' service fee schedule; and 2) the terms and conditions of the original agreement. (Measure H Funds, Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement amendment.
[EXHIBIT Q]

11.7 ***Award of Bids***

The Board of Trustees is requested to award the following bids:

Bid#	Service	Award	Amount
2023-25	Oxford Academy Portables (Developer Fees and/or other funds as appropriate)	Mobile Modular Construction	$999,999
2023-29	Various School Sites Classroom Repairs-Abatement (Maintenance Funds and/or other funds as appropriate)	Quality Environmental, Inc.	$103,000
2023-31	Loara High School Portables (Developer Fees and/or other funds as appropriate)	Reject All Bids	Reject All Bids

Staff Recommendation:
It is recommended that the Board of Trustees award Bids 2023-25, and 2023-29, and reject Bid 2023-31.

11.8 ***Ratification of Change Orders***

Bid #2023-02, Kennedy High School	P.O. #S64A0211
Recording Studio Ceiling Removal and Improvements	
JM & J Contractors	
Original Contract	$106,780
Change Order #1 **[EXHIBIT R]**	$(3,830)

New Contract Value	$102,950

Bid #2023-20, Handel Stadium	P.O. #S64A0254
Walkway Coating	
Western Specialty Contractors	
Original Contract	$185,000
Change Order #1 **[EXHIBIT S]**	$(10,000)
New Contract Value	$175,000

Staff Recommendation:
It is recommended that the Board of Trustees ratify the change orders as listed above.

11.9 ***Notices of Completion***

Bid #2023-02, Kennedy High School	P.O. #S64A0211
Recording Studio Ceiling Removal and Improvements	
JM & J Contractors	
Original Contract	$106,780
Contract Changes	$(3,830)
Total Amount Paid	$102,950

Bid #2023-20, Handel Stadium	P.O. #S64A0254
Walkway Coating	
Western Specialty Contractors	
Original Contract	$185,000
Contract Changes	$(10,000)
Total Amount Paid	$175,000

Staff Recommendation:
It is recommended that the Board of Trustees authorize the assistant superintendent, Business to accept Bids 2023-02 and 2023-20 an as complete, and authorize the filing of the notice of completions with the Office of the County Recorder.

11.10 ***Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale or Destruction***

Staff Recommendation:
It is recommended that the Board of Trustees approve the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale or destruction, as well as authorize proper disposal in accordance with Education Code Section 17545 or 17546. **[EXHIBIT T]**

11.11 ***Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale or Destruction***

Staff Recommendation:
It is recommended that the Board of Trustees approve the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale or destruction as surplus, as well as authorize staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.
[EXHIBIT U]

11.12 ***Donations***

Staff Recommendation:
It is recommended that the Board of Trustees accept the donations as submitted. **[EXHIBIT V]**

11.13 ***Purchase Order Detail Report and Change Orders***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the reports April 3, 2023, through April 24, 2023. **[EXHIBITS W and X]**

11.14 ***Check Register/Warrants Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the report April 3, 2023, through April 24, 2023. **[EXHIBIT Y]**

11.15 **SUPPLEMENTAL INFORMATION**

11.15.1 ASB Fund, December 2022 **[EXHIBIT Z]**

11.15.2 Cafeteria Fund, February 2023 **[EXHIBIT AA]**

11.15.3 Enrollment, Month 8 **[EXHIBIT BB]**

EDUCATIONAL SERVICES

11.16 ***Order Form, Edmentum, Inc.***

Background Information:
Edmentum, Inc. provides the digital curriculum for credit recovery labs at each of the comprehensive high schools. The digital curriculum allows students to access a broad range of UC-approved courses at any time of day and to work from home, school, or anywhere they have internet access. It allows teachers to manage and collect student work, provide access to real-time data, and provide students with performance feedback.

Current Consideration:
The District will expand the current number of licenses in order to serve additional students Services are being provided March 17, 2023, through August 20, 2023.

Budget Implication:
The total cost for these services is not to exceed $3,161. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the order form. **[EXHIBIT CC]**

11.17 ***Quote, WeVideo, Inc.***

Background Information:
The District originally purchased the licensing for the WeVideo application to augment the online learning experience for teachers and students. During the 2020-21 year, teachers provided feedback on applications that would supplement the District's existing learning

platforms. WeVideo, provides teachers and students a fully functioning video editor that works on all our devices, including Chromebooks. The platform also provides a 5GB per user or 45TB of pooled storage for our account. The tool meets the communication and creativity aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to identify which applications to renew. Services will be provided June 30, 2023, through June 30, 2024.

Budget Implication:
The total cost for this service is not to exceed $15,496.66. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT DD]**

11.18 ***Order Form, Lucid Software, Inc.***

Background Information:
The District purchased licensing to Lucid applications to augment the online learning experience for teachers and students. During the 2020-21 year, teachers provided feedback on applications that would supplement the District's existing learning platforms. Lucid Software, Inc.'s applications, Lucidchart, Lucidpress and Lucidspark, provides teachers and students the ability to create diagrams, workflows, and other types of charts. They can also perform desktop publishing and whiteboarding functions. The tool meets communication, collaboration, creativity and critical thinking aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to identify which applications to renew. Services will be provided July 30, 2023, through July 29, 2024.

Budget Implication:
The total cost for these services is not to exceed $14,461.16. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the order form. **[EXHIBIT EE]**

11.19 ***Quote, Screencastify, LLC***

Background Information:
The District purchased Screencastify licensing to augment the online learning experience for teachers and students. During the 2020-21 year, teachers provided feedback on applications that would supplement the District's existing learning platforms. Screencastify, provides teachers and students the ability record and edit videos on all our devices, including Chromebooks. The tool meets communication and creativity aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to

identify which applications to renew. Screencastify serves as the primary video recorder for students. Services will be provided June 24, 2023, through June 24, 2024.

Budget Implication:
The total cost for this service is not to exceed $24,000. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT FF]**

11.20 ***Quote, Edpuzzle, Inc.***

Background Information:
The District purchased Edpuzzle licensing to augment the online learning experience for teachers and students. During the 2020-21 year, teachers provided feedback on applications that would supplement the District's existing learning platforms. Edpuzzle, provides teachers the ability to create interactive video lessons that can be embedded into learning management systems. The tool meets communication and collaboration aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to identify which applications to renew. Services will be provided June 30, 2023, through June 30, 2024.

Budget Implication:
The total cost for this service is not to exceed $56,700. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT GG]**

11.21 ***Quote, Notable, Inc.***

Background Information:
The District purchased Kami licensing to augment the online learning experience for teachers and students. During the 2020-21 year, teachers provided feedback on applications that would supplement the District's existing learning platforms. Notable, Inc.'s application, Kami, provides teachers and students the ability to annotate documents via text, video, voice, and/or screen capture. The tool meets communication and collaboration aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to identify which applications to renew. Services will be provided July 31, 2023, through July 31, 2024.

Budget Implication:
The total cost for this service is not to exceed $56,000. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT HH]**

11.22 ***Quote, Wallwisher, Inc. (dba Padlet)***

Background Information:
The District purchased Padlet licensing to augment the online learning experience for teachers and students. In the 2020-21 year, teachers provided feedback on applications that will supplement the District's existing learning platforms. Padlet, provides teachers the ability to create interactive video lessons that can be embedded into learning management systems. The tool meets communication and collaboration aspects of our 5Cs.

Current Consideration:
During the 2022-23 year, the District reviewed application use by application analytics and staff feedback. Information was gathered from 566 employees, including 508 teachers to identify which applications to renew. Services will be provided August 15, 2023, through August 15, 2024.

Budget Implication:
The total cost for this service is not to exceed $12,000. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the quote. **[EXHIBIT II]**

11.23 ***Agreements, Affiliation with AIME Business Partners***

Background Information:
Anaheim's Innovative Mentoring Experience (AIME) is a District program, which provides mentoring and internships to District students from a variety of business, corporate, and community partners. District students benefit from these experiences, which help them prepare for the demands of college and career in an authentic environment.

Current Consideration:
The District would like to enter into an agreement for affiliation with AIME business partners participating in the AIME internship program. The agreements describe the roles and responsibilities of the business partner and the District in implementing the internship program. Services will be provided May 4, 2023, through April 30, 2026.

11.23.1 Boys and Girls Club of Greater Anaheim and Cypress **[EXHIBIT JJ]**
11.23.2 City of Stanton **[EXHIBIT KK]**
11.23.3 Junior Achievement of Orange County **[EXHIBIT LL]**
11.23.4 Reveille, Inc. **[EXHIBIT MM]**

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreements.

11.24 ***License Agreement, U.S. Bank National Association***

Background Information:
Through their In-School Banking Program, Union Bank has operated student-run community bank branches on high school campuses since March 2011, and has operated a student-run branch at Loara High School since 2014. The goals of the partnership have been to educate students and their families about personal financial responsibility, provide students with

training and knowledge of the financial services industry, increase the number of students that seek advanced education after high school, support the business curriculum of the school district by providing students hands-on application in a business environment, and supply character and career-building opportunities to high school students. Union Bank provides the bank teller training and a Union Bank supervisor during the branch hours of operation. The high school campus branch is only open to serve the students and staff of the school community.

In September of 2021, U.S. Bank National Association reached a deal to purchase Union Bank. U.S. Bank National Association has provided an updated License Agreement reflecting the name change and updating its commitment to students and staff at Loara High School.

Current Consideration:
U.S. Bank National Association would like to enter into a License Agreement with the District to continue to run the bank branch and offer internship opportunities to students at Loara High School. Services will be provided May 1, 2023, and shall terminate three years thereafter, unless earlier terminated or renewed pursuant to the terms of the agreement. The agreement will be signed after Board approval.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement. **[EXHIBIT NN]**

11.25 ***Amendment Agreement, North Orange County Community College District (NOCCCD) College and Career Access Pathways (CCAP), Dual Enrollment Partnership, Cypress College and Fullerton College***

Background Information:
NOCCCD has offered concurrent enrollment in selected courses to high school students for over a decade. NOCCCD and the District have entered into a College and Career Access Pathways partnership agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Assembly Bill 288, for high school students. The goal is to develop seamless pathways from high school to community college.

Current Consideration:
An agreement with NOCCCD, through Cypress College and Fullerton College, was approved on June 17, 2021, to offer dual enrollment courses at the following school sites: Anaheim, Cypress, Gilbert, Katella, Kennedy, Loara, Magnolia, Polaris, Savanna, and Western high schools, as well as Oxford Academy and Cambridge Virtual Academy. An amendment is necessary to include additional courses. All other terms of the agreement remain intact. The amended agreement will be signed following Board approval.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the amendment. **[EXHIBIT OO]**

11.26 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA) with Los Alamitos Unified School District***

Background Information:
The District operates several unique special education programs that are not available in some local school districts. School districts may enter agreements to provide services to special education students that are living in other districts. At times, the District admits special education students from other school districts into some of the District's unique special education programs.

Current Consideration:
Los Alamitos Unified School District (LAUSD) has requested to enter into a MOU with the District permitting students from LAUSD to be enrolled in specialized programs operated by the District. The MOU for placing special education students from LAUSD in the District programs is presented to the Board of Trustees for consideration of approval. Services are being provided August 10, 2022, through June 30, 2023.

Budget Implication:
LAUSD will fund these services per billing agreement between LAUSD and AUHSD/Greater Anaheim SELPA.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the MOU. **[EXHIBIT PP]**

11.27 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected materials for courses in dual enrollment and English with embedded ethnic studies courses. The books have been made available for public view.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the selected materials. **[EXHIBIT QQ]**

11.28 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in English, mathematics, and world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, May 5, 2023, through June 15, 2023.

Staff Recommendation:
It is recommended that the Board of Trustees approve the display. **[EXHIBIT RR]**

11.29 ***Individual Service Contracts***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the individual service contracts as submitted. (Special Education Funds) **[EXHIBIT SS]**

11.30 ***Field Trip Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the report as submitted. **[EXHIBIT TT]**

HUMAN RESOURCES

11.31 ***Agreement, Orange County Superintendent of Schools, ACCESS Program***

Background Information:
The Orange County Superintendent of Schools provides an alternative education program for Orange County students. Alternative, Community, and Correctional Schools and Services (ACCESS) schools are set in community-based, alternative venues and provide a safe, disciplined, as well as supportive environment. ACCESS provides summer school programs for students to improve both their learning skills and their test scores, while earning credits toward graduation.

Current Consideration:
The agreement with the Orange County Superintendent of Schools offers appropriate school programs to students who, due to reduced or eliminated school programs and as a result of budgetary concerns, are in need of such services. Services will be provided June 1, 2023, through August 31, 2023. Due to the Orange County Superintendent of Schools' policy for executing agreements, this agreement will be signed following Board approval.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT UU]**

11.32 ***Certificated Personnel Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the report as submitted. **[EXHIBIT VV]**

11.33 ***Classified Personnel Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the report as submitted. **[EXHIBIT WW]**

SUPERINTENDENT'S OFFICE

11.34 ***Board of Trustees' Meeting Minutes***

April 13, 2023, Regular Meeting **[EXHIBIT XX]**

Staff Recommendation:
It is recommended that the Board of Trustees approve the minutes as submitted.

12. **SUPERINTENDENT AND STAFF REPORT** ***INFORMATION ITEM***

13. **BOARD OF TRUSTEES' REPORT** ***INFORMATION ITEM***

Announcements regarding school visits, conference attendance, and meeting participation.

14. **ADVANCE PLANNING** ***INFORMATION ITEM***

14.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, June 8, 2023, at 6:00 p.m.

Thursday, June 15
Thursday, July 20
Thursday, August 10
Thursday, September 14
Thursday, October 12
Thursday, November 16
Thursday, December 14

14.2 ***Suggested Agenda Items***

15. **ADJOURNMENT**

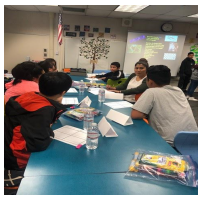
ACTION ITEM

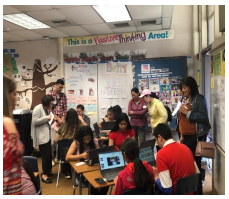
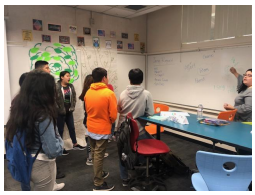
In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, May 2, 2023.

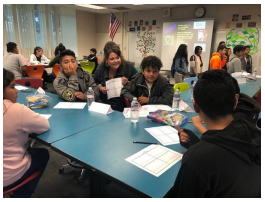
EXHIBIT A

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

2023
AUHSD
Plurilingual Master Plan:
A Living Document





2023 AUHSD Plurilingual Master Plan: A Living Document

Anaheim Union High School District Plurilingual Master Plan

BOARD OF TRUSTEES MEMBERS
Brian O'Neal, President
Annemarie Randle-Trejo, Clerk
Katherine H. Smith, Assistant Clerk
Anna L. Piercy, Member
Jessica Guerrero, Member

SUPERINTENDENT
Mr. Michael Matsuda

ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
Dr. Jaron Fried

Executive Director
Mr. Robert Saldivar

DIRECTOR, PLURILINGUAL SERVICES
Dr. Renae Bryant

COORDINATOR, PROFESSIONAL LEARNING
Mrs. Diana Fujimoto

Curriculum Specialist
Ms. Vy Hoang

LANGUAGE PROGRAM TECHNICIAN
Ms. Haydee Berber

SENIOR ADMINISTRATIVE ASSISTANT
Mrs. Laura Rodriguez

2023 AUHSD Plurilingual Master Plan: A Living Document

Message from Anaheim Union High School District Board of Trustees President Brian O'Neal

Dear Anaheim Union High School District Scholars, Staff, Families, and Community,

We are proud to introduce the 2023 Anaheim Union High School District Plurilingual Master Plan. Grounded in the four principles of the English Learner Road Map, Anaheim Union High School District is proud of the innovative work we do to: 1) create assets-oriented and needs responsive schools, 2) support programs and practices that provide intellectual rigor and meaningful access for plurilingual scholars (ELs), 3) ensure systemwide conditions to support implementation and 4) align and articulate practices across the system. This updated plan illustrates the emphasis on preparing scholars for the future workforce by focusing on youth voice and purpose, technical and career pathway skills and 21st skills. It also reflects our commitment to ensure all scholars are monitored for success and have opportunities for acceleration and the integration of curriculum; as well as graduate plurilingual and earn the Seal of Biliteracy and Seal of Civic Engagement through their work. By demonstrating plurilingualism and pluriliteracy, cultural competence, and high achievement, these scholars will have a competitive advantage to meet the workforce needs of the global economy and community.

-Brian O'Neal, President, AUHSD Board of Trustees

Message from Michael Matsuda, Anaheim Union High School District Superintendent

Dear Anaheim Union High School District Family,

As a leader, advocate and innovator in the field, Anaheim Union High School District is proud to present the 2023 Plurilingual Master Plan. This plan values the assets our scholars bring while empowering them to become plurilingual and pluriliterate, with the goal of earning the Seal of Biliteracy and Seal of Civic Engagement upon graduation. The Anaheim Union High School District Career Preparedness Systems Framework (CPSF) focuses on student agency, youth voice and purpose, technical skills, and 21st Century skills. Plurilingualism is essential as we prepare our scholars for careers which do not yet exist and to flourish in our global economy. This Plurilingual Master Plan provides the systems, structures and support to ensure we meet this goal.

Sincerely,
Michael Matsuda,
Superintendent, Anaheim Union High School District

AUHSD VISION

To create a better world through Unlimited You

AUHSD MISSION

The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.

AUHSD Core Values

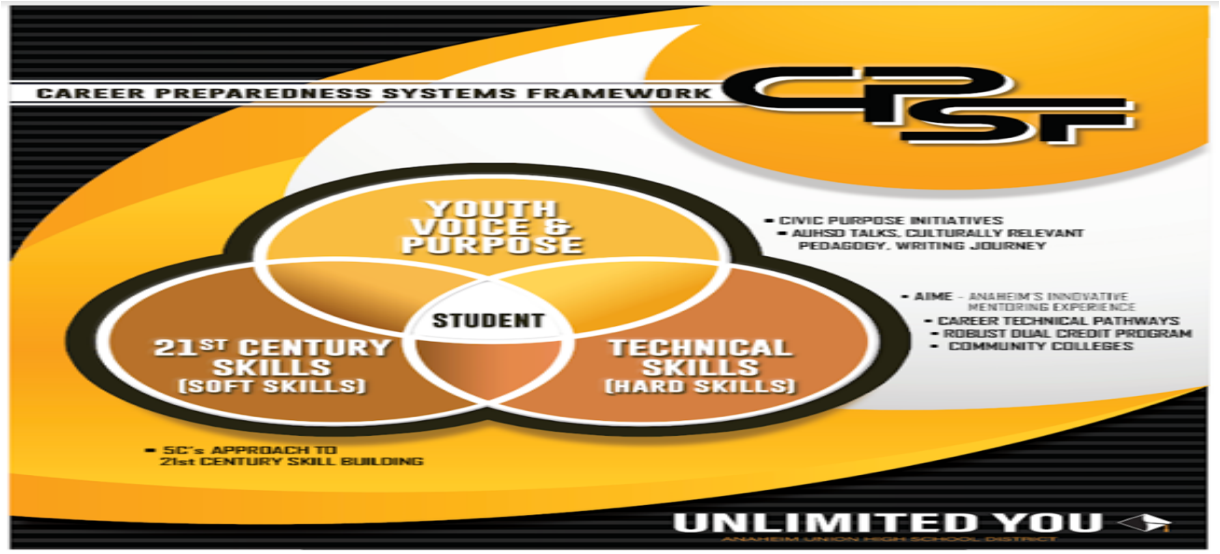
We believe...

1. In and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion
2. That education must work for students and not the other way around.
3. In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential
4. In moving the needle toward equity and justice
5. That our vision, mission, and core values are delivered primarily through instruction.
6. In systems not silos
7. Public schools should enhance and strengthen democracy through cultivation of student voice and problem solving

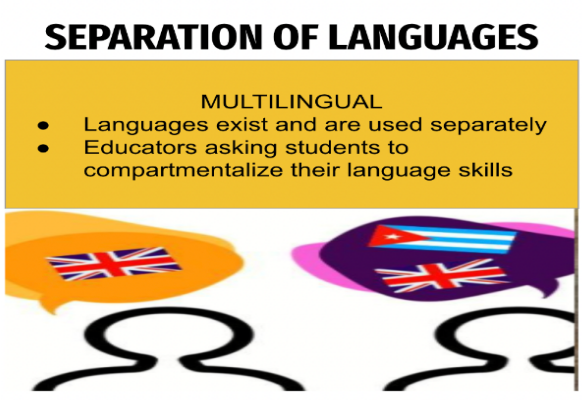
Acknowledgements

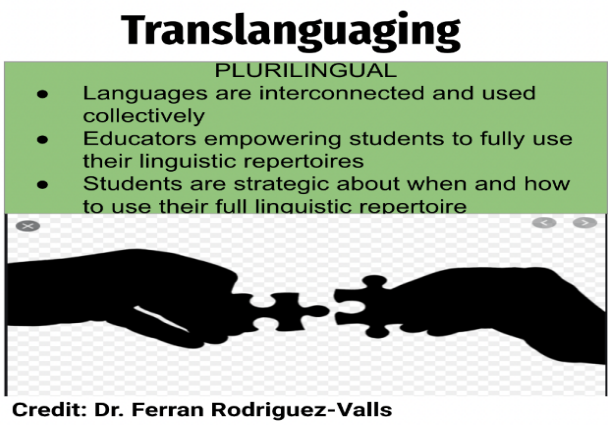
2023 AUHSD Plurilingual Master Plan: A Living Document

We thank our Board of Trustees and Superintendent Michael Matsuda for always prioritizing an equity and justice focused vision for all of our scholars which centers youth voice and purpose, 21st Century Skills, and technical skills. In doing so we prepare our scholars for those careers which do not yet exist. We thank our scholars, families, guardians, staff and community for supporting our Anaheim Union High School District vision of plurilingualism for all. Special thanks to our 5,000+ plurilingual scholars/English learners, our over 28,000 plurilingual scholars taking World Language Courses or Dual Language Immersion, and the families who bring over 60 different languages, which we view as assets, to our district. Thank you for claiming agency and being agents of positive change in our district and communities.



Plurilingualism





Credit: Dr. Ferran Rodriguez-Valls

Introduction: Why a “Plurilingual” Master Plan?

The AUHSD Plurilingual/English Learner (EL) Master Plan has been revised and written to comply with Federal Program Monitoring (FPM) guidelines and requirements. This version reflects the district’s current practices for the 2022-23 school year and will be updated on an annual basis. The guidelines set forth by the FPM in the English Learner Program Instrument, *English Learner Road Map*, *Radically Inclusive Teaching with newcomer and Emergent Plurilingual Students Braving Up* book, Center for Applied Linguistics’ *Guiding Principles for Dual Language Education* and Loyola Marymount University’s December 2021 *English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students* report guided this version. The common goals for plurilingual scholars, English learners at AUHSD are: 1. PL/ELs acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a]) 2. PL/ELs meet state standards for academic achievement (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d989) 3. Honor Cultural Heritage. ELA/ELD Framework and the EL Roadmap. The primary intended audience is AUHSD leadership, teachers, staff, and ELAC/DELAC members. However, it is a public document and we encourage our scholars, families and broader community to read it and provide feedback. It is a living document with the intention of being updated whenever necessary.

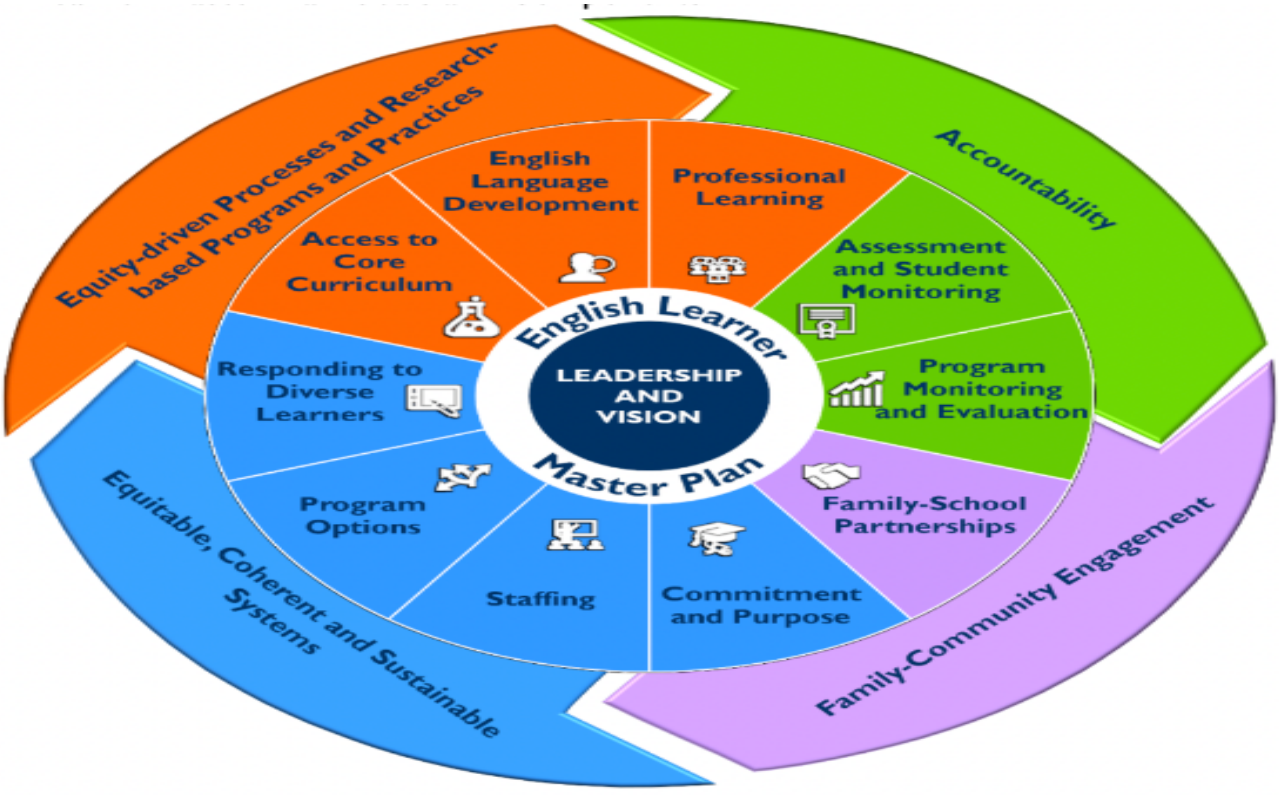


Figure Credit: ENGLISH LEARNER MASTER PLAN PLAYBOOK – CENTER FOR EQUITY FOR ENGLISH LEARNERS

2023 AUHSD Plurilingual Master Plan: A Living Document

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Anaheim Union High School District (AUHSD)
PLURILINGUAL MASTER PLAN

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Appendix

1,043 State Seal of Biliteracy Awards were earned in 2022.

AUHSD Scholars have earned over 10,000 State Seal of Biliteracy Awards in over 20 languages since 2010.

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

English Learners (EL) Taskforce LCAP Recommendations

1. English Learner site team meets monthly to progress monitor and review placement and course enrollment of each English Learner. (LCAP)
2. Teachers will integrate ELD Standards into all content areas. (LCAP)
3. Provide specific professional learning to build the capacity of staff to serve the needs of ELs and their families. (LCAP)
4. Increase digital literacy and digital access of ELs. (LCAP)
5. Ongoing communication with EL families, especially phone calls to families with students in ELD 1 and ELD 2.
6. English Learner parent conferences in the 7-8th grade to review ELPAC bands, supports available at site for ELs, 6-year plan. (LCAP)
7. Individual English Learner parent conferences in 9th and 10th grade for students who are below 2.0 academic GPA. (LCAP)
8. EL site team needs to review EL student transcripts annually. (LCAP)
9. Establish JHS to HS transition meeting with EL site teams to ensure appropriate placement. (LCAP)
10. Targeted Saturday Academy, after school seminars/tutoring/activities, and summer bridge programs for EL. (LCAP)
11. EL summer options for 7th and 8th grade students. (LCAP)
12. Expand access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for EL students. (LCAP)
13. District-wide agreed upon EL best practices, such as: (LCAP)
    a. classroom instruction includes collaboration.
    b. intentional lesson design allows EL students to speak approximately 30% of the period.
    c. EL students are given an opportunity to write daily.
    d. Monitoring student learning and adjusting instruction while teaching.

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2021-2022 Recipients

Pathways to Biliteracy Award

Junior High School (8th Graders)	AUHSD	OCDE
Ball	3	10
Brookhurst	21	21
Cambridge	28	28
Dale	7	-
Lexington	40	8
Orangeview	24	14
Oxford	30	30
South	54	52
Sycamore	85	85
Walker	17	10
Grand Total	309	258

Seal of Biliteracy

High School	Total	Tri-Literacy	Languages
Anaheim	138	5	French, Spanish
Cambridge	4	-	Spanish
Cypress	174	9	Arabic, ASL, Chinese, French, Korean, Spanish
Gilbert	1	-	Spanish
Katella & IS	112	2	French, Spanish
Kennedy & IS	145	-	French, Korean, Mandarin, Spanish, Vietnamese
Loara	59	-	French, Spanish, Vietnamese
Magnolia	52	-	Bengali, French, Spanish, Tagalog, Vietnamese
Oxford	182	15	Chinese, Korean, Spanish, Vietnamese
Polaris	1	-	Spanish
Savanna	74	4	Chinese, French, Spanish, Vietnamese
Western	66	-	French, Japanese, Spanish
Grand Total	1,008	35	

Grand Total:1,043

AUHSD was nominated by Dr. Renae Bryant, Director of Plurilingual Services and awarded the Lynne Aoki Multiple Pathways District Recognition from Californians Together in 2020.

Chapter 1

Asset-based Instructional Programs for Plurilingual Scholars/English Learners

Setting the Context 2017-2023

Anaheim Union High School District (AUHSD) is made up of asset-oriented and needs-responsive staff and schools. We consider the cultures and languages English Learners/Emergent Bilinguals bring to school with them to be assets. The District is focused on and dedicated to culturally responsive pedagogy and multilingualism for all students. Our staff know students by name, needs, assets and story to recognize the strengths, identities and social emotional support and development of all English learner, emergent bilingual and multilingual students. AUHSD instruction, curriculum and programs are tailored toward each individual student to promote the learning for each individual. With this AUHSD Plurilingual Master Plan Board of Trustees adoption, we formally adopt the English Learner Road Map as policy. We rolled out the EL Road Map in summer of 2018, building the capacity of our Site Leadership Team around the new California Department of Education policy. We then aligned our EL Task Force (now Plurilingual Task Force) recommendations around the four principles: 1) create assets-oriented and student responsive schools, 2) support programs and practices that provide intellectual rigor and meaningful access for ELs, 3) ensure system wide conditions to support implementation, and 4) align and articulate practices across the system. The 2021 *English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students* was used to develop this plan.

The EL Task Force formed in 2017 and wrote EL Task Force Recommendations in consultation with Shelly Spiegel-Coleman, Strategic Advisor of Californians Together, after doing extensive transcript reviews for English learners. The recommendations have been updated yearly since then.This was the beginning of site EL Task Force District and site teams as well. The District EL Task Force meets monthly. The site EL Task Force teams meet monthly. The District EL Task Force meets with each site twice a year. Key EL Task Force recommendations focus on listening, speaking, reading, writing, integrated and designated ELD, monitoring, parent conferencing, as well as the 5Cs were included. The District EL Task Force meets with each site two times a year (fall and spring). We bring multiple data points and discuss celebrations in the data, opportunities, and their own unique site EL TF plan to further the access, equity, opportunity and success of our multilingual students.

In fall of 2017 we facilitated the BELIEF Modules with District and site leadership to further build leadership capacity in EL typology, integrated and designated ELD, supports and monitoring. These modules were facilitated at principal, AP, Curriculum Specialist and Lesson Design coaches meetings.

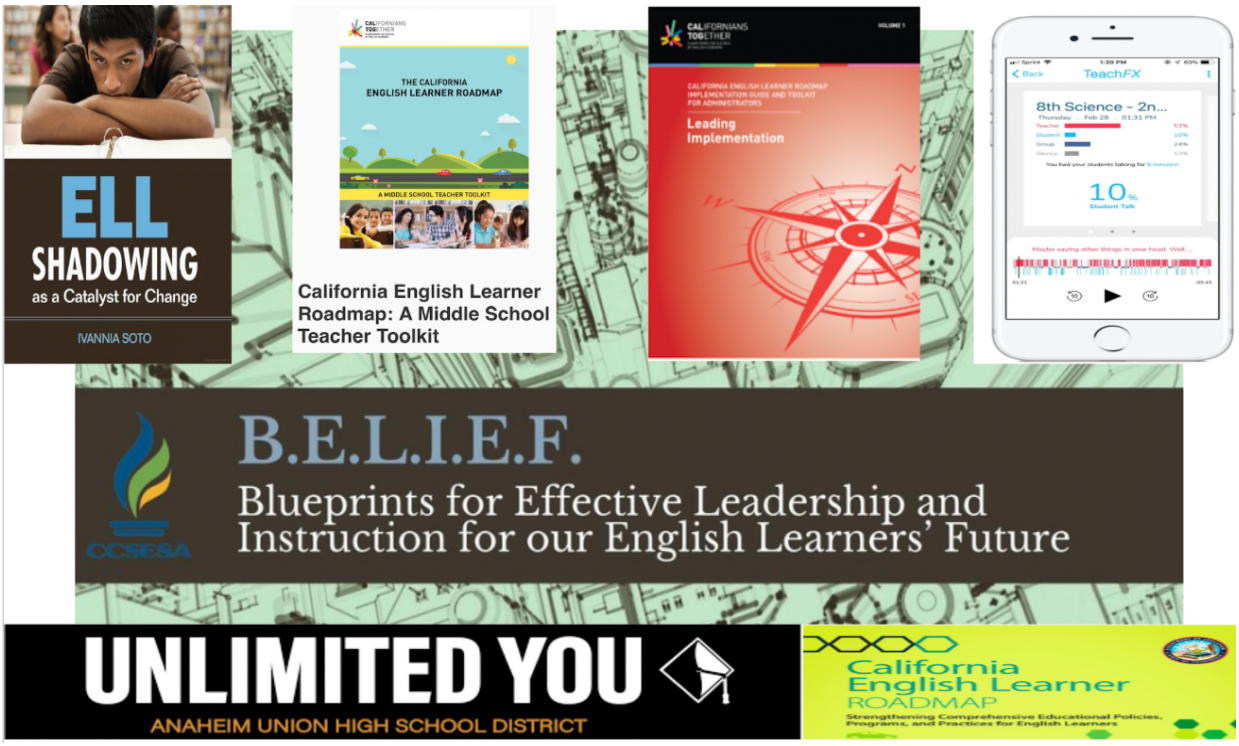
In the summer of 2018, we introduced the EL Road Map policy and EL Shadowing by Dr. Ivannia Soto. This is also the same year that AUHSD started a teacher leader academy, in partnership with Cal State University, Fullerton, in which teacher leaders would build their leadership capacity with an emphasis on creating more equity, access, opportunity and success for our English learner/plurilingual scholars. The EL Road Map and EL Shadowing were implemented by the 5 Cs Coaches at each site under the leadership of our lead curriculum specialist. The teacher leader Project LEAD participants also participated in the EL Shadowing. In fall of 2018 5 Cs Coaches worked with their site leadership teams and facilitated professional learning for each site based on their unique needs. EL Shadowing was rolled out in fall of 2018 first with formal leaders, teacher leaders and then site teams. EL Shadowing created a greater sense of urgency in our teachers to intentionally plan lessons that have students talking at least 30% of the time. We introduced TeachFX to measure that talk time in the classroom. Both EL Shadowing and TeachFX are hyperlinked here in this slide.

In 2019-2020 we introduced the EL Road Map Toolkits for JH and HS. 5Cs Coaches took these and worked with their Site Leadership Teams to analyze which pedagogical best practices they were already doing, which were opportunities and then set goals in their EL TF site team plans to achieve them. When the pandemic occurred and we moved to remote emergency teaching and learning there was a brief pause on the specific focus on plurilingual scholars, as we focused on crisis intervention, scholar, administrator and family support.

In 2020-21 we remained in remote teaching and learning for the academic year. The sites who were ready, moved on with their work with the EL Road Map Teacher Tool Kits. When we returned to the buildings in 2021-22 we first focused on a “care opening,” then returned to the

EL Road Map Toolkit work and integrated the California EL Roadmap Implementation Guide and Toolkit for Administrators.

In 2022-2023 we continued integrating the BELIEF modules, EL Toolkits, Administrator Toolkits, ELL Shadowing, and TeachFX into our work for our plurilingual scholars. We also added 30 teachers to our Project LEARN Spencer Foundation Grant Funded Project which builds the capacity of our teachers for greater culturally and linguistically responsive and sustaining pedagogy. We continued both Summer Language Academy and Saturday Language Academy Professional Learning expanding the number of teachers with the pedagogical skills to increase the access and success of our plurilingual scholars.



Asset-Based Programs for Plurilingual Scholars

AUHSD offers the following asset-based programs for our plurilingual scholars to access and have the opportunity to take and succeed in A-G coursework including but not limited to:

1) Structured English Immersion for all English learners
2) Heritage Language Courses
3) World Languages
4) Dual Language Immersion
5) One-Way Immersion
6) Newcomer Program

1. ELs (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a]) 2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d 989) 3. Honor Cultural Heritage (ELA/ELD Framework)

Our AUHSD Plurilingual/EL programs:

- Ensure English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

- Ensure English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals help close the opportunity gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in language acquisition programs. [*5CCR* (c)(1)] Program options include, the following:

- **Dual-Language Immersion Program:** classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding [*Education Code (EC)* Section 306(c)(1)].

- **Structured English Immersion:** classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English learners will be provided a program of Structured English Immersion. [*EC* sections 305(a)(2) and 306(c)(3)].

- **Heritage Language Program (English/Spanish):** A Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades

- **One-Way Immersion Program (English/ASL, Arabic, French, Japanese,**

Korean, Mandarin, Spanish, Vietnamese) A language acquisition program in which the teacher is the only fluent speaker of the language (example World Language Courses)

- **Newcomer Program**:For students at the emerging level of English Proficiency in which students take ELD 1 or ELD 2, Language and Literacy Course. Students also obtain a Rosetta Stone license and participate in Saturday Language Academy (SALA and Summer Language Academy (SLA)

- **For students receiving Special Education Services only**: a description of how your child's recommended placement to meet the objectives of their Individualized Education Program (IEP) is attached.

How to Enroll Your Child in a Language Acquisition Program:
You may submit a verbal or written request to your student's counselor.

*Waivers are no longer required.

How to Request the Establishment of a New Program at a School:
Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a].)

Parent Requests to Establish a Language Acquisition Program

(a) An LEA shall establish a process for schools of the LEA to receive and respond to requests from parents of pupils enrolled in the school to establish a language acquisition program other than, or in addition to, such programs available at the school. The LEA process shall require each school to make a written record of each request, including at least the following:

(1) The date of the request;

(2) The names of the parent and pupil;

(3) A general description of the request; and

(4) The pupil's grade level on the date of the request.

(b) Each school shall maintain a written record of verbal requests that includes the information set forth above.

(c) Each school shall assist parents in clarifying requests, as needed.

(d) Each school shall retain written records of parent requests for language acquisition programs for at least three years from the date of the request.

(e) A parent whose pupil is enrolled in a school for attendance in the next school year may submit a request for a language acquisition program.

(f) A school shall consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold specified in subdivision (h) is reached.

(g) Each school shall monitor the number of parent requests for language acquisition programs on a regular basis and notify the LEA immediately upon reaching a threshold specified in subdivision (h).

(h) When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking the following actions:

(1) Within 10 school days of reaching a threshold described in subdivision (h), notify the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program;

(2) Identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to

support the proposed program goals; and

(3) Determine, within 60 calendar days of reaching a threshold described in subdivision (h), whether it is possible to implement the requested language acquisition program; and provide notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators, of its determination;

(A) In the case of an affirmative decision to implement a language acquisition program at the school, create and publish a reasonable timeline of actions necessary to implement the language acquisition program.

(B) In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

(i) Each school shall follow the process set forth in subdivision (h), even when the LEA provides the requested language acquisition program at another school of the LEA at the time the threshold specified in subdivision (h) is met.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 310, 44253.3 and 44253.4, Education Code; and 20 U.S.C. Section 1703(f).

60+ educators visit Orangeview JH and Western HS for the 2023 CABE Conference Newcomer & LTEL Site Visit.

You may submit a verbal or written request to your student's counselor.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	**The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:** ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: ✔ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✔ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
Language Program (non-English Learners)	● Language programs offer students who are not English learners opportunities to be instructed in languages other than English ● May lead to proficiency in languages other than English

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (*EC* Section 52062.) If interested in a different program from those listed above, please contact **Joseph Carmona, Director of Special Programs** to ask about the process.

ANAHEIM UNION HIGH SCHOOL DISTRICT
DUAL LANGUAGE IMMERSION

Spanish Dual Language Academy

Sycamore Junior High School | Anaheim High School

Global Leadership & Language Academy

Brookhurst Junior High School | Savanna High School

Vietnamese Dual Language Immersion Academy

Dale Junior High School | Magnolia High School

Dual Language Immersion

The Anaheim Union High School District (AUHSD) California School Board Association (CSBA) Golden Bell Award winning Dual Language Immersion (DLI) program was created ten years ago and continues as a part of the Board's vision and goals to increase language acquisition for English Learners, biliteracy, and college, career and life preparedness. AUHSD currently offers our DLI program at six schools: Spanish Dual Language Academy (DLA) at Sycamore Junior High and Anaheim High School; Spanish Global Leadership and Language Academy (GLLA) at Brookhurst Junior High and Savanna High School; and the Vietnamese DLI Academy at Dale Junior High School and Magnolia High School in fall 2019. Our secondary (7th-12th grades) DLI program is the first of its kind in Orange County and among the first in California. The DLI program serves to ensure students are bilingual and biliterate and mastering content in two languages and earn the Seal of Biliteracy in twelfth grade.

The implementation of the AUHSD Dual Language Immersion program allows students to become bilingual, biliterate, bicultural, and better prepared for college, career and life. Data collected demonstrates all seniors who graduated from the Dual Language Academy at Anaheim High School have had a 100% pass rate on their Advanced Placement Spanish Language and Culture exam and 100% of students were accepted to a university. This data matches the 30 years of research by Thomas and Collier (who research dual language immersion programs all over the globe), who found that DLI students consistently outperform traditional students in multiple metrics. AUHSD has over 1,000 students earn the state Seal of Biliteracy and 100% of AUHSD DLI students earn the Seal of Biliteracy. A specific example of how the program affected a student's life is a senior who is a first generation college student being accepted to the University of California, Los Angeles as a result of the rigor of the DLI program. The program is successful and fills up every year. One DLI parent said, "I want to give my child a competitive advantage to succeed in the global economy. The job market is

continuously changing but the need to communicate in multiple languages has not changed. Being biliterate helps my child communicate with their grandparents and will help them communicate in a future job."

The innovative and exemplary AUHSD DLI Program is the first secondary (7th-12th) DLI program in Orange County and one of the first in California. The AUHSD DLI program was honored and highlighted as a part of the Dual Language Immersion school site tours for the 2017 California Association for Bilingual Education (CABE) Conference, where educators from all over California and the nation visited the classrooms and learned from our program. AUHSD has presented on DLI at numerous local, state and national conferences, such as the annual CABE conference, National Resource Center for Asian Languages (NRCAL), CABE Asian Language Institute, CSUF & CABE's Secondary DLI Conference, CABE Pepperdine Chapter DLI Conference, and Redlands University's Summer Institute on Leadership for Educational Justice. Local educators from CNUSD, La Habra SD, Fullerton SD, Fullerton Joint UHSD, Alhambra SD, and Oakland. We also had educators come as far as Milwaukee, Wisconsin and Boston, Massachusetts. They have all thanked us for sharing our innovative DLI program. By design, the secondary Dual Language Immersion program is innovative and entails students learning in Spanish (or Vietnamese) and English each day where two to three classes are taught in the target language and the other classes are taught in English. Through a 50/50 model where students learn all subject matter standards in both languages 50% of the day, they have the opportunity to improve their academic, linguistic and cultural proficiency skills.

"Anaheim Union High School District's Dual Language Immersion program serves to meet the vision of our District and Local Control and Accountability Plan goals by preparing students for college, career and life, as well as shrinking the achievement gap for our English Learners. It ensures our students will have a competitive advantage as they earn the Seal of Biliteracy, graduate, apply for scholarships, go on to college and join the workforce in today's global economy. Our program is considered a model for districts all across California and the nation as they seek to roll out and expand their own dual language immersion programs."
-Brian O'Neal, President, AUHSD Board of Trustees

Our Anaheim Union High School District Spanish and Vietnamese Dual Language Immersion (DLI) Programs integrate native English speaking and Spanish/Vietnamese speaking (depending on the language program). The students will take at least two courses in the target language (either Spanish or Vietnamese). The rest of their coursework is taken in English. The students learn a second language while they are learning content, which is very different from how most of us learned a second language. Many of us do not remember our second language, because we learned it out of context and in isolation (for example conjugating Spanish verbs). Students learn content in the target language which creates greater meaning for them.

The goals and research based benefits of dual language immersion are bilingualism, biliteracy, cultural proficiency, global citizenship, academic achievement in all subject areas, 21st century skills, increased family involvement and the AUHSD and Orange County Department of Education Pathway to Biliteracy Awards in eighth grade, with the ultimate goal of the student

graduating with the California Department of Education formally recognized Seal of Biliteracy on their high school diploma and medal.

Spanish Dual Language Academy (DLA) at Sycamore Junior High School and Anaheim High School

Table 1 - 1: Spanish Dual Language Academy Pathway

	SYCAMORE JUNIOR HIGH SCHOOL
7th Grade	**Math I in Spanish** **World History in Spanish** **Spanish for Spanish Speakers II**
8th Grade	**Math II in Spanish** **U.S. History in Spanish** **Spanish for Spanish Speakers III**

	ANAHEIM HIGH SCHOOL
Spanish Courses **(Mandatory - 3 Courses)**	**Pre-AP Spanish Language & Culture -** 9th Grade **AP Spanish Language & Culture -** 10th Grade **AP Spanish Literature & Culture -** 11th or 12th Grade **or/and** **Spanish Film & Literature -** 11th or 12th Grade
Spanish Courses **(Mandatory - 5 Courses)**	**Biology in Spanish -** 9th Grade **Math III - IV Honors in Spanish -** 9th Grade **World History in Spanish -** 10th Grade **Math IV - V Honors in Spanish -** 10th Grade **Journalism I in Spanish -** 11th Grade **Journalism II in Spanish -** 12th Grade

Anaheim High School ELD & DLA Programs were nominated by Dr. Renae Bryant, Director of Plurilingual Services and awarded the 2023 CABE Seal of Excellence Award.

Spanish Global Leadership & Language Academy (GLLA) at Brookhurst Junior High School and Savanna High School

Table 1 - 2: Spanish Global Leadership and Language Academy Pathway

	BROOKHURST JUNIOR HIGH SCHOOL
7th Grade	**Science in spanish** **World History in Spanish** **Spanish for Spanish Speakers II**
8th Grade	**Science in spanish** **U.S. History in Spanish** **Spanish for Spanish Speakers II**

	SAVANNA HIGH SCHOOL
9th Grade	**Theater in Spanish** **Spanish IV Honors**
10th Grade	**World History in Spanish** **AP Spanish Language and Culture**
11th Grade	**U.S. History in Spanish** **AP Spanish Literature and Culture**
12th Grade	**Movie Theater and Literature in Spanish** **Capstone Broadcasting Program in Spanish**

Vietnamese Dual Language Immersion Academy (VDLIA) at Dale Junior High School and Magnolia High School

Vietnamese Dual Language Immersion is an academic program which builds proficiency in both English and Vietnamese. There are preparation courses for students to acquire the knowledge before entering into this program at Dale Junior High School and Magnolia High School. This program is not replacing English with Vietnamese, but it provides students the opportunity to acquire a second language. In this program, students take two courses in Vietnamese which are a Vietnamese Language Course and a Computer Science Course in Vietnamese. These two courses satisfy the A-G requirements. The Table 1 below shows the pathway of this program.

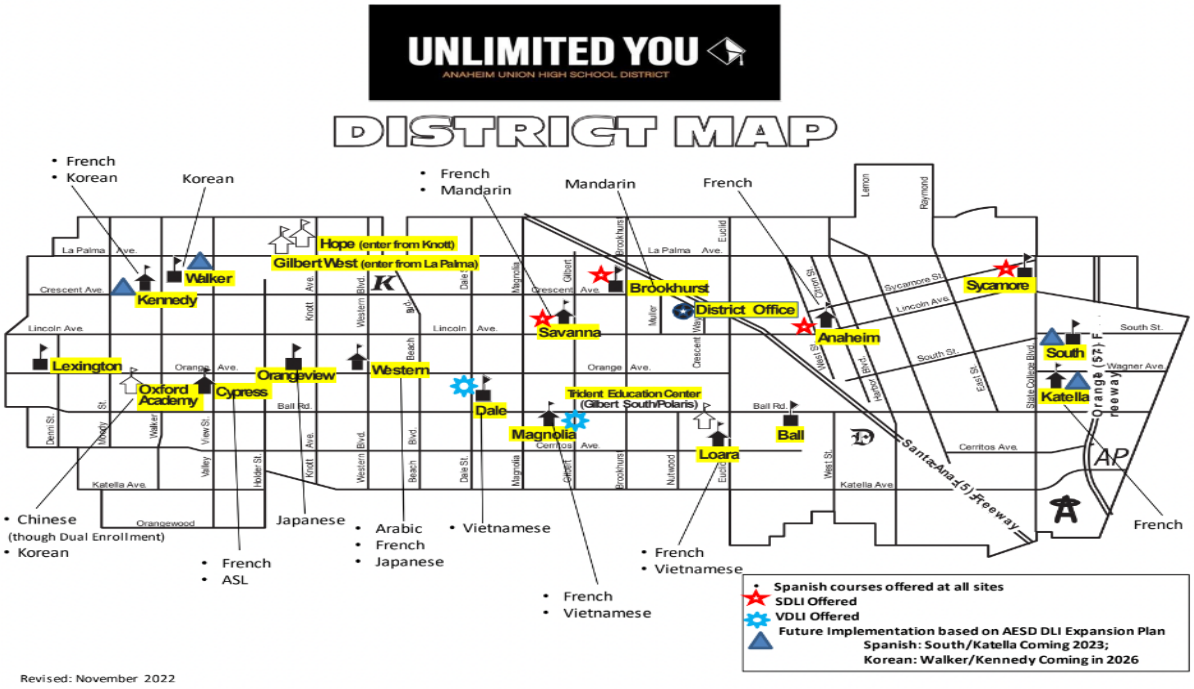
Table 1 - 3: Vietnamese Dual Language Immersion Academy Pathway

	Vietnamese Dual Language Immersion Academy With a CTE Pathway
Preparation 1st Year - **Dale Junior High School** **Or** **Magnolia High School**	**Vietnamese 1P** - 7th to 12th Grade
Preparation 2nd Year **Dale Junior High School** **Or** **Magnolia High School** **(Can be Tested In)**	**Vietnamese 2P** - 7th to 12th Grade
1st Year **Magnolia High School** **(Can be Tested In)**	**Vietnamese 3P** - 9th to 12th Grade **AP Computer Science Principles in Vietnamese** - 9th to 12th Grade
2nd Year **Magnolia High School**	**Vietnamese 4HP** - 10th to 12th Grade **Mobile App Development in Vietnamese** - 10th to 12th Grade
3rd Year **Magnolia High School**	**Vietnamese Literature** - 11th to 12th Grade **AP Computer Science A in Vietnamese** - 11th to 12th Grade
4th Year **Magnolia High School**	**Vietnamese Journalism -** 12th Grade **Vietnamese Career Plan -** 12th Grade

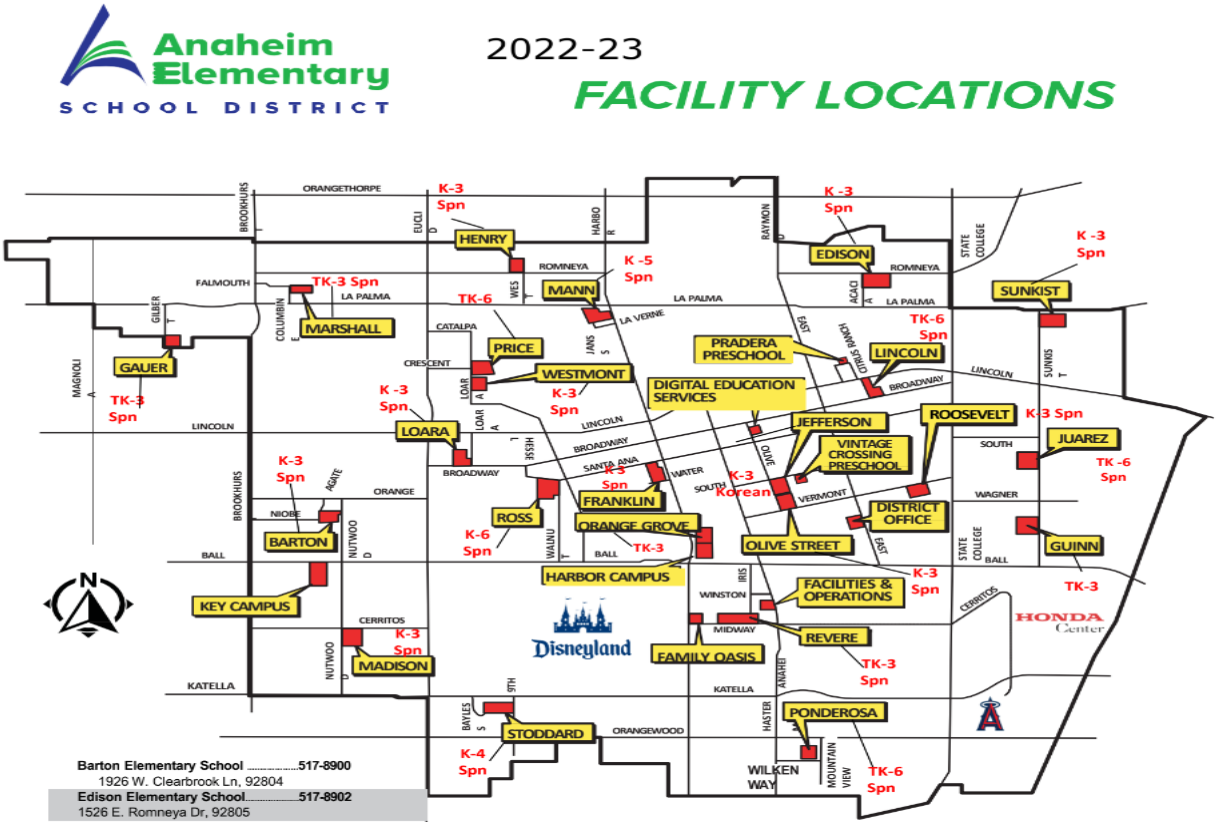
TIỀM NĂNG VÔ HẠN
Trường Trung Học Magnolia
VOLIA
Chương Trình Hội Nhập Song Ngữ
Việt Ngữ/Anh Ngữ
UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT
UNLIMITED YOU
MAGNOLIA HIGH SCHOOL
VOLIA

MAGNOLIA HIGH SCHOOL

UNLIMITED



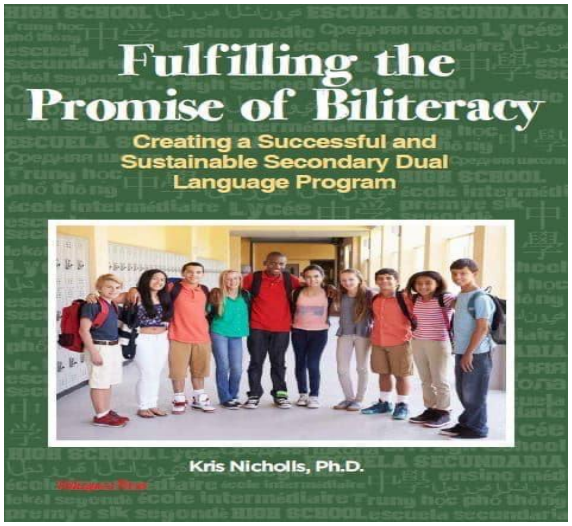
AUHSD World Languages & DLI Offerings as of 4/21/23

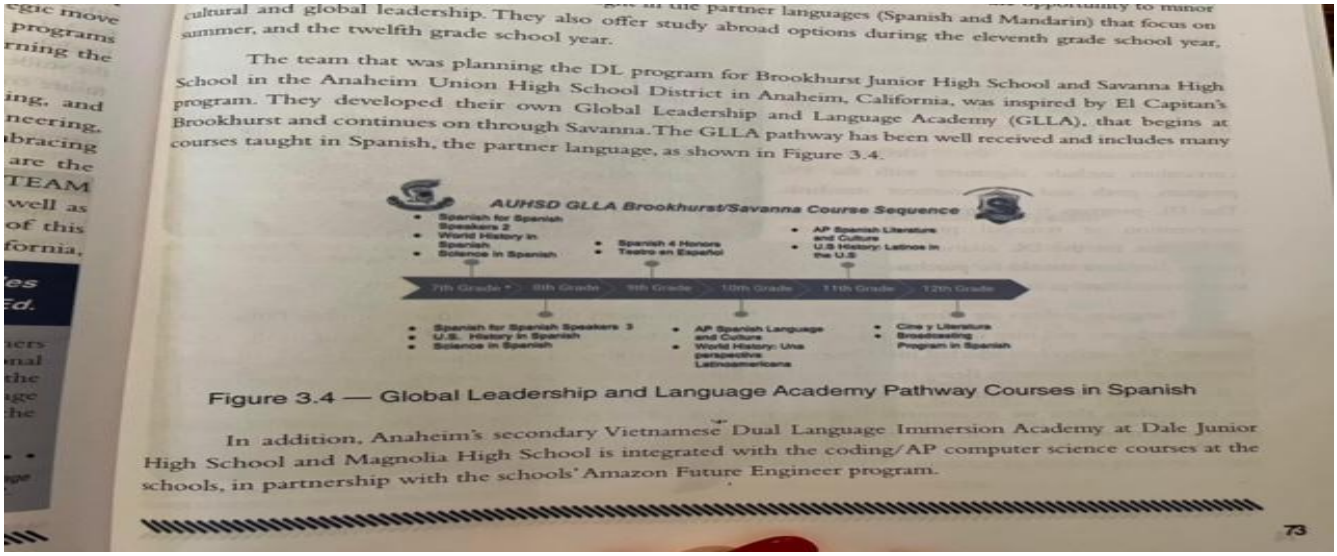


2022-23 AESD DLI Map Annotated by AUHSD to Monitor AESD Matriculation to AUHSD

AUHSD will implement Spanish Dual Language Immersion at South Junior High School in fall of 2023 and at Katella High School in fall of 2025.

AUHSD was nominated by Dr. Renae Bryant, Director of Plurilingual Services and won the CSBA Golden Bell in 2019 for our Dual Language Immersion Programs.





cultural and global leadership. They also offer study abroad options during the eleventh grade school year, summer, and the twelfth grade school year.

The team that was planning the DL program for Brookhurst Junior High School and Savanna High School in the Anaheim Union High School District in Anaheim, California, was inspired by El Capitan's program. They developed their own Global Leadership and Language Academy (GLLA), that begins at Brookhurst and continues on through Savanna. The GLLA pathway has been well received and includes many courses taught in Spanish, the partner language, as shown in Figure 3.4.

Figure 3.4 — Global Leadership and Language Academy Pathway Courses in Spanish

In addition, Anaheim's secondary Vietnamese Dual Language Immersion Academy at Dale Junior High School and Magnolia High School is integrated with the coding/AP computer science courses at the schools, in partnership with the schools' Amazon Future Engineer program.

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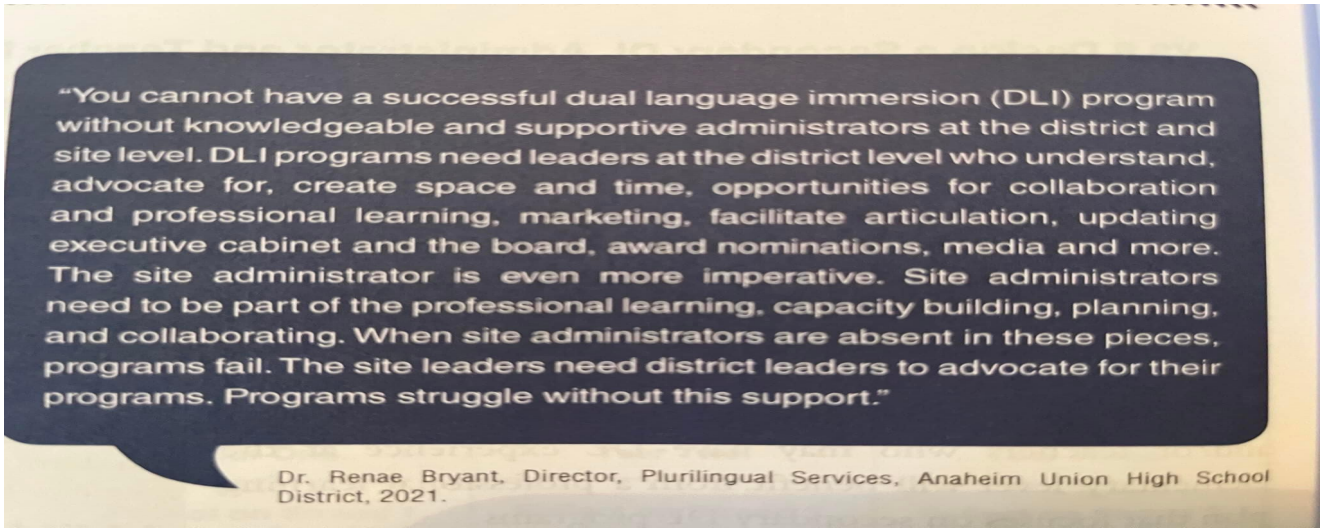


"You cannot have a successful dual language immersion (DLI) program without knowledgeable and supportive administrators at the district and site level. DLI programs need leaders at the district level who understand, advocate for, create space and time, opportunities for collaboration and professional learning, marketing, facilitate articulation, updating executive cabinet and the board, award nominations, media and more. The site administrator is even more imperative. Site administrators need to be part of the professional learning, capacity building, planning, and collaborating. When site administrators are absent in these pieces, programs fail. The site leaders need district leaders to advocate for their programs. Programs struggle without this support."

Dr. Renae Bryant, Director, Plurilingual Services, Anaheim Union High School District, 2021.

AUHSD GLLA & VDLIA DLI Programs are featured in the book,
***Fulfilling the Promise of Biliteracy,* as a model for secondary DLI.**

World Languages

(As of 4/21/23)

Table 1 - 4: AUHSD Plurilingual Services Offers Eight World Languages Including Heritage Speaker Courses

Language	Location
American Sign Language	**Cypress High School**
Arabic	**Western High School**
French	**Anaheim High School** **Cypress High School** **Katella High School** **Kennedy High School** **Magnolia High School** **Savanna High School** **Western High School** **Dale Junior High School**

Japanese 	Western High School Orangeview Junior High School
Korean 	Kennedy High School Oxford Academy Walker Junior High School
Mandarin 	Savanna High School Brookhurst Junior High School
Spanish 	All School Sites
Vietnamese 	Loara High School Magnolia High School Dale Junior High School

Chapter 2

Identification, Reclassification, & Seal of Biliteracy

Chapter Overview

The Anaheim Union High School District (AUHSD)

The following pages contain descriptions as well as screenshots (to linked documents) of our enrollment process, identification of English learners/Plurilingual scholars and reclassification (of traditional scholars and scholars with disabilities) documents which are linked to the most recent version of the document. Since the Plurilingual Master Plan is a living document, this allows Plurilingual Services to always share the most recent updated plan with scholars, staff, families and the community.

AUHSD properly identifies, assesses, and reports on all students who have a primary language other than English following the guidelines established under federal law 5 CCR 11306. ELs are assessed annually to monitor their progress in acquiring English using the English Language Proficiency Assessments for California (ELPAC) and district measures. Their academic progress toward mastery of California State Standards is assessed annually and on an ongoing basis using Smarter Balanced Assessment Consortium (SBAC) and local district measures.

Parents are notified of the initial and annual test results in a timely fashion using the notification letters based on the state template. When a student who has previously attended a U.S. school enrolls in AUHSD, staff will make every effort to obtain the student's cumulative record as soon as possible and/or use CALPADS data for enrollment. If the district has not received the student's records or has access to CALPADS data within 20 days of enrollment, staff will proceed with the initial enrollment process described below.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language spoken in the home of each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children at the time of initial enrollment. This is part of the district's enrollment procedure at each school site. If a student has completed HLS prior to the initial enrollment in AUHSD, this HLS is honored. The HLS remains on file for each student in the district. This information will assist schools in planning appropriate instruction for EL students. Note: Education Code Section 52164.1 states that the primary language of new students shall be determined as they enroll. Once determined, the primary language need not be re-determined unless the parent or guardian claims there is an error. Home language determinations are required only once unless the results are disputed by a parent or guardian. Submission of a new HLS after the student has been given the language assessment CELDT/ELPAC will not be considered. The ELPAC must be administered to any student whose parent or guardian indicated on any of the first three questions of the HLS a language other than English. The

answer to the fourth question on the HLS is not required but may be considered by school district personnel when making the decision whether or not to administer the English language proficiency assessment. Once a student has been identified as an EL and takes the English language proficiency assessment, the student must be reclassified in order to no longer take the English language proficiency assessment.

Notification of Initial Assessment Results

All students whose HLS indicates a language other than English on questions 1, 2, or 3, must be assessed to determine their English language proficiency within 30 calendar days of initial enrollment (day 1 of school). The ELPAC Initial is administered for this purpose. District staff scores the initial assessments, and the scores are reported to parents and teachers. Parents are notified of the results of their child's initial English language proficiency assessment within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in the educational program).

Parents/guardians of ELs are notified of:
● Their child's initial English language proficiency
● How such level was assessed
● Their child's language designation
● Descriptions of program options, educational strategies, and educational materials to be used in different options
● Program placement
● Exit criteria
● For ELs with a disability [with an Individualized Education Program (IEP)], how such a program will meet the objectives of the IEP.

Notification of Annual Assessment Results

Parents/guardians of ELs are informed annually, no later than 30 days after the beginning of the school year of:
● Their child's overall ELPAC score
● How such level was assessed
● Their child's language designation
● Descriptions of program options, educational strategies, and educational materials to be used in different options
● Program placement
● Exit criteria
● For English learners with a disability [with an Individualized Education Program (IEP)], how such a program will meet the objectives of the IEP Placement of Students Students who meet all criteria for Initial Fluent English Proficient are classified as IFEP and placed in a general instructional program. Students whose overall ELPAC score is at the Novice English Learner or Intermediate English Learner proficiency level are classified as EL and are placed in the

appropriate English language acquisition program. English Learners with Disabilities ELs with disabilities and an IEP or 504 Plan will be assessed for English proficiency using the ELPAC. The IEP document will identify any accommodations or modifications used to administer the ELPAC or an alternate assessment if specified in the student's IEP. The student will be placed in the language acquisition program that the IEP team recommends to best meet the student's instructional objectives. ELs with disabilities will have ELD goals in their IEP and will be assessed annually to ensure acquisition of English and progress toward academic goals.

Long-Term English Learners

Long-term EL (LTEL), as defined by Education Code 313.1 refers to an EL to which all of the following apply:
● Enrolled on Census Day (first Wednesday in October) in grades 6-12, inclusive; and
● Enrolled in school in the United States for six or more years; and
● Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC, or any successor English language proficiency assessment; and
● For students in grades 7-12, inclusive, has scored at the "Standards Not Met" level on the prior year administration of the CAASPP-ELA.

English Learner at Risk of Becoming a Long-Term English Learner*

EL at risk of becoming a LTEL means an EL to which all of the following apply:
● Enrolled in any of grades 7 to 12, inclusive; and
● Enrolled in schools in the United States for four to five years; and
● Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC; and
● For students in any of grades 7 to 12, inclusive, who score in the fourth or fifth year at the "Standards Not Met" level on the prior year administration of the CAASPP-ELA, English language arts/Literacy component of the SBAC or any successor test. *Please note the following: Students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL or an EL at risk of becoming an LTEL.

Table 2 - 1: EL Typologies

Native U.S. Born ELs	English learners who are U.S. born citizens.
Newcomer ELs	Students who have been in the U.S. for 1 or 2 years.
Highly Schooled Newcomer ELs	ELs who have been in the U.S. for 1 to 2 years, but who have attained a high quality education in their primary language

Students with interrupted formal education (SIFE)	Students who had limited to no access to school in their home country or whose education was interrupted.
Transnational ELs	ELs who frequently travel between the U.S. and their home country
Long-term ELs (LTEL)	Students who remain classified as EL for 5 years or longer and who have not met the criteria for reclassification
At risk of becoming LTEL	Students who have been identified as EL for 4 years or more and who have not made progress on the English Language Proficiency Assessment for California
Reclassified English language learners (RFEPs)	Former ELs who have met their state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.
Ever ELs	Currently classified as ELs and RFEPs

LAC and Registrars' Process When Enrolling a New Student

Students enrolling for the first time in CA in a public school:

Students coming from:

- out of country
- out of state
- private school

and

- have a language other than English on one or more of four questions of the Home Language Survey

REGISTRARS

1. The registrar will enroll the student into AERIES, including appropriate grade level if it is clear.
2. The registrar will schedule an appointment with the counselor.
3. The counselor will schedule ("holding schedule") students into classes based on writing sample results, awaiting official Initial ELPAC results. Counselors will also help to determine the appropriate grade level for students, if not clear cut in step 1.
4. The registrar will schedule an appointment with the LAC.
5. LAC staff will verify in AERIES that students are scheduled in classes prior to testing appointment.
6. The LAC will assess the student with the Initial ELPAC.
7. The LAC will recommend English Language Development placement.
8. The counselor will adjust the students schedule, if necessary, after testing.

Students coming from a public school in CA:

Students coming from a public school in California, who speak a language other than English

- It is important to confirm with CALPADS and/or documents from the previous district that information is consistent.

REGISTRARS

Will send to the LAC:

1. Aeries Air enrollment form
2. Most recent ELPAC scores
3. Previous class schedule if available
4. Reclassification documentation from previous district (RFEP or IFEP) if applicable

LAC

1. Will recommend placement if previous ELPAC Scores are available
2. Will enter scores and all other EL information pertinent to the Language Assessment tab in Aeries.

It is important to ask if they were here before and confirm in CALPADS.

Form 2 - 1: AUHSD Home Language Survey

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

Form 2 - 2: AUHSD Initial Parent Notification

ANAHEIM UNION HIGH SCHOOL DISTRICT

Initial Parent Notification of Assessment Results and Program Placement
State and Federal Title III Requirements

School _____ Grade _____ DOB ____/____/____ Examiner _____

Last Name _____ First Name _____ MI _____

Student # _____ Today's Date ____/____/____ Previous Test Date ____/____/____

Last grade attended _____ Last school(s) attended _____ Last district(s) _____

Years of education outside of the U.S. ___ **Country** _____ **First U.S. School Enrollment Date** ____/____/____

Years of education in U.S. schools _____ **Consecutive years? Yes** ☐ **No** ☐ **Most recent US Enrollment Date** ____/____/____

Dear Parent/Guardian: Upon enrollment, a language other than English was noted on your student's Home Language Survey. Pursuant to California law, the Anaheim Union High School District is required to assess the English language proficiency of your student. This form is intended to notify you of the assessment, program placement, our recommendation, and the program options available to your student according to state law and Federal Title III requirements.

English and Primary Language Assessment Results
English Proficiency Identification

Your student has been administered the English Language Proficiency Assessment for California (ELPAC) and optional primary language assessment.

ELPAC		Level
Oral Language (Listening and Speaking)		☐ 1 Minimally Developed JH (150-359) HS (150-362) ☐ 2 Somewhat Developed JH (372-449) HS (374-447) ☐ 3 Well Developed JH (470-600) HS (466-600)
Written Language (Reading and Writing)		☐ 1 Minimally Developed JH (150-363) HS (150-364) ☐ 2 Somewhat Developed JH (375-435) HS (380-434) ☐ 3 Well Developed JH(455-600) HS (458-600)
Overall	Score	Level
		☐ 1 Minimally Developed (150-369) ☐ 2 Somewhat Developed (370-449) ☐ 3 Well Developed (450-600)

Primary Language				
Language:				
	Score	Level		
Speaking		N	L	F
Reading	/ 7	N	L	F
Writing	/ 4	N	L	F
Overall Fluency		N	L	F

*These scores are based on district scoring using the testing vendor's scoring guide. The testing vendor will send the official results to the district.

Based on results of the English Language Proficiency Assessments for California (ELPAC), your student has been identified as:

☐ an English learner (EL) with *less than reasonable fluency in English.*
☐ an English learner (EL) with *reasonable fluency in English.*
☐ a Fluent English proficient (FEP) student during initial identification.

For students receiving Special Education Services only: a description of your child's recommended placement to meet the objectives of their Individualized Education Program (IEP) is attached.

A.U.H.S.D. Recommended Program Placement

ELD Standards Proficiency Level	ELPAC Performance Level	Program	Instructional Setting	Course	
Emerging*	1 - Minimally Developed *(Novice English Learner)*	EL	Structured English Immersion**	☐	ELD I - Preliterate
				☐	ELD I
Expanding*	2 – Somewhat Developed to Moderately Developed *(Intermediate English Learner)*			☐	ELD II
				☐	ELD III ☐ HS Only
				☐	English and ELM ☐ JH ☐ HS Lang/Lit (HS)
Bridging*				☐	Other Instructional Setting per IEP
	3 – Well Developed *(Initial Fluent English Proficient)*	IFEP		☐	

*To be determined by District ** or an Alternative Education Program with approved Parental Exception Waiver

DISTRIBUTION: Copy – Cumulative File; Copy – Parent/Guardian; Copy – Language Assessment Center; Copy – Counselor Revised 5/31/2022

Anaheim Union High School District
Program Descriptions and Goals for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies in the content courses of mathematics, social science, and science.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. The following are brief descriptions of the programs:

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided is English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

- **Dual-Language Immersion (DLI) Program:** Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program is has multiple entry points and at AUHSD requires an intermediate level of proficiency in the target/heritage language.

- **Heritage Language Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

- **For students receiving Special Education Services only:** a description of how your child's recommend placement to meet the objectives of their Individualized Education Program (IEP) is attached.

Note: California state law gives parents/guardians the option to place their student in an alternative bilingual program. To place a student in an alternative program, the parent/guardian must sign a *Parental Exception Waiver* at the student's school each year, and he/she must meet one of the following criteria: a) knows English and performs academically at least at 5th grade level, b) is 10 years of age or older, or c) is a student under 10 years of age, has been placed in an English language classroom for 30 calendar days, and special needs exist.

- **The expected graduation rate of the Anaheim Union High School District is 89.07%.**
- **Exit Criteria from the English Learner Program:** The District uses the following Reclassification criteria to determine when students are ready to exit the English Learner Program. English learners must be performing at grade-level or/at proficient standards on each of the criteria listed below:

Required Criteria (Education Code 313[d])	Anaheim Union High School District Criteria
English Language Proficiency Assessment (ELPAC)	Acceptable ELPAC Scores - Overall level of 4 (Well Developed)
Comparison of Performance in Basic Skills	Smarter Balanced ELA Score
Parental Opinion and Consultation	Parent Consultation – A meeting is scheduled to talk to parents about the Reclassification process and program offerings.
Teacher Evaluation of Curriculum Mastery	Teacher Recommendation – Mastery of courses with grade of C or better and signature of ELD or English teacher

Please mark all that apply:

- ☐ I received information about the English Learner Programs: Structured English Immersion, , Dual Language Immersion, and Heritage Language Programs offered by the Anaheim Union High School District (AUHSD).
- ☐ I understand that I have the right to apply for a *Parental Exception Waiver* for the purpose of selecting a bilingual program.
- ☐ I understand that the IEP Team and I will meet within 30 days of this initial assessment, if applicable, to review placement and make changes as deemed necessary.

Please call the school at (714) _____-_____ if you would like to schedule a parent conference to discuss English language program options for your student.

_____	_____	____/____/____
Student's Last Name, First Name (please print)	Signature of Parent/Guardian	Date

ANAHEIM UNION HIGH SCHOOL DISTRICT
ENGLISH LEARNER AND MULTILINGUAL SERVICES
LANGUAGE ASSESSMENT CENTER

Record of Prior School Program and Academic Background

Name: _____ **Id#**_____ **School:** _____

To provide continuity in your student's educational program, it is important that we are made aware of any special help that he/she may have received or programs that he/she participated in at prior schools of attendance. Please give us the following information to help us determine your student's proper placement. After your consultation with the testing assistant, please give to your student's counselor at registration.

1. Approximately how many years has your student attended school?
   In the U.S?_____ Grades: _____ State: _____
   In another country?_____Grades: _____ Country: _____

2. When was the last day your student attended school? Month: _____Year: _____

3. Is your student proficient in his/her first language in? ☐ Reading ☐ Writing ☐ Speaking

4. Has your student taken the English Language Proficiency Assessment for California (ELPAC)?
   ☐Yes☐No School: _____ Year: _____

5. Has your student participated in English Language Development classes (ELD or ESL) or bilingual programs at previous schools of attendance? ☐ Yes ☐ No (If yes, what years and levels?)
   _____

6. Your student has participated in the following program(s): (please check all that apply)
   ☐ Gifted and Talented Education (GATE) ☐ Special Education Services
   ☐ Hearing/Visually Impaired ☐ Speech Therapy
   ☐ Other (explain): _____

Additional Comments for Counselors (To be completed by Language Testing Assistant)

Student has:

★ ☐ 5+ years of enrollment in U.S. schools and is scoring level 2 or below on the Reading and/or Writing portion of ELPAC
☐ strong academics in primary language
☐ low scores in primary language
☐ a high transient rate (5 or more schools)
☐ multiple entries into the U.S.A
☐ less than 3 years of formal schooling
☐ been in Special Education (copy of results forwarded to Special Youth Services)

Additional Recommendations for Counselors (To be completed by Testing Assistant)

☐ Spanish for Spanish Speakers ☐ I ☐ II ☐ III ☐ Lang./Lit (HS) ☐ ELM (JH)

(Note: If parent disagrees with counselor's recommendation for the student to be placed in an ELD class, a *form* must be signed by parent and counselor. Please forward a copy to the LAC- Site 63.
Comments:

_____
_____

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

Newcomer Learning Plan

Student's Name: _____ Date of Birth: _____

Student ID: _____ U.S. Enrollment Date: _____ Gender: Male ☐ Female ☐

School: _____ Country of Origin: _____ Grade: _____

Home Language(s):		Initial ELPAC Overall Score:	☐ Level 1 ☐ Level 2 ☐ Level 3

Indicate if student participated in: CTE ☐ Special Education ☐ College Preparation ☐ Honors ☐

Interrupted Schooling: ☐ Yes ■ No If yes, how long?

Why? _____

Years of education in the U.S: 0

Years of education outside of the U.S: _____

Transcripts : ■ Yes ☐ No

Indicate # of credits need for grade level **(High School Only)**

Grade	9	10	11	12
Credits Required	55	55/110	55/165	55/220
Credits Earned				
Credits Missing				

CONSENT

As a parent, you have the right to be informed of the District's support program, be referred to community-based resources and have the right to decline such services for your child. *Please check all that apply.*

☐ I do not want my student to be referred to services.

☐ I wish to speak to someone about services that may be available regarding:

☐ Academic Counseling
☐ Mental Health Services Counseling
☐ Housing/Shelters
☐ Public assistance programs
☐ Health Services
☐ Basic needs (food, clothing, etc.)
☐ Other: _____

Parent signature _____

PLAN OF ACTION - INTERVENTIONS/RECOMMENDATIONS:

☐ Summer School/Options: _____
☐ Credit Recovery (other): _____
☐ Saturday Academy _____
☐ Summer Language Academy _____
☐ Adult ESL classes
☐ After School options: _____
☐ Visitation/Referrals _____
☐ Parent Conference (additional): _____
☐ Other: _____

Conference w/Counselor		Date	Time
Name:			
Conference w/FACES			
Name:			
Conference w/Site Team			
Name:			

COMMENTS:

Initial Intake Interview By: _____

AUHSD ELMS Revised 11/2019

**Dad is interested in enrolling student into VDLA program please see that the family is helped with this process.

*If you're no longer under the same position or special assignment and you are receiving this email by mistake please Let us know and bear with us as we are constantly working on updating our newcomer communication list.
Thank you for your patience. **

Student needs Chromebook and Internet to complete school work

Dear Team,

Hope all is well! We have a new student by the name of Student's Name that just arrived to the United States from Country. He/She tested here at the LAC on Date. The student's home language is Language. Please join us in welcoming this student and family to your school site. Here is some background information that might be useful in planning the student's class schedule and providing the appropriate services for this student.

Record of Prior School (History)

Student's name attended _____ years of school in Country of Origin from ___Grade up to ___grade.

Initial Parent Notification of Assessment Results and Program Placement

The student's (OFFICIAL) ELPAC results are the as follows:

ELPAC Overall	Oral Language	Written Language
Level	Level	Level
1-Minimally Dev.	1-Minimally Dev	1-Minimally Dev

Spanish Primary Language Assessment	
Reading	Writing
6 out of 7- FLUENT	2 out of 4- LIMITED

Based on the scores and levels of the assessment the course recommendation is ELD I.

Family *has requested information/ references* of the District's support programs, for the following;

-Academic Counseling

-Mental Health Services Counseling

Housing/shelter

-Public assistance programs

-Health services

-Basic Needs (food, clothing, etc.)

-Other: _____

*Please see that the family is helped and provided with appropriate resources.

Anaheim Union High School District
Education Division
Plurilingual Services

DATE: December 6, 2021
To: ELPAC Coordinators
From: Claudia Mercado, Language Program Technician
Re: Official Summative ELPAC Testing and Training Dates for 2022

The start date for the administration of the annual English Language Proficiency Assessment for California (ELPAC) is Tuesday, February 1, 2022. The trainings for the ELPAC will begin on the dates listed below:

Training	Training Date	Time	Location
ELPAC Coordinators	Thursday, January 6, 2022	3:45 pm - 5:30 pm	La Palma Room
Instructional Assistants (JH)	Wednesday, January 12, 2022	8:00am – 12:00pm	Stanton Room
Instructional Assistants (HS)	Friday, January 14, 2022	8:00am – 12:00pm	Buena Park Room
Make-Up Training (JH)	Wednesday, January 19, 2022	8:00am – 12:00pm	Buena Park Room
Make-Up Training (HS)	Monday, January 24, 2022	8:00am – 12:00pm	Buena Park Room
District Assessors	Thursday and Friday, January 27-28, 2022	8:00am – 2:30pm	Buena Park Room

Our office will train a team of district assessors who will assist the sites with the speaking section of the ELPAC on the dates listed below.

ELPAC District Assessors Dates

School	Dates	# of days	# of Assessors	# of EL's
Anaheim/Anaheim ILC	2/1-2/11	9	4	737
Ball	2/22-2/25	4	4	294
Brookhurst	3/2-3/4	3	2	241
CVA	2/4	1	1	9
Cypress	2/7-2/8	2	2	106
Dale	2/25-3/2	4	4	314
Gilbert-South/Polaris	2/1-2/3	3	2	194
HOPE	11/1-2/15	their own staff		94
Katella/~~Katella IS~~	3/10-3/18	7	4	575
Kennedy/~~Kennedy IS~~	2/10-2/11	2	2	113
Lexington	3/9-3/10	2	2	88
Loara	3/3-3/9	5	4	421
Magnolia	2/28-3/7	6	4	466
Orangeview	2/16-2/22	4	3	219
Savanna	3/7-3/10	4	4	352
South	2/10-2/18	6	4	478
Sycamore	2/15-2/24	7	4	538
Walker	2/15	1	2	69
Western/Western ILC	2/23-3/1	5	3	390

Please call or email if you have any questions at 999-3788; mercado_c@auhsd.us

Reclassification Procedures 2022_2023rev082021.docx

Procedures for Reclassification of English Learners to Fluent English Proficient

1. **The English Learner Administrator or Coordinator at each site selects and forms a Reclassification Committee. Suggested participants are the principal, EL Administrator, counselors, ELD/ELA teacher(s), and/or case carrier (Sp. Ed.).**

2. **The Language Assessment Center sends each site a list of possible reclassification candidates along with updated procedures and translated parent letters.**

3. **The Site Reclassification Committee analyzes students' marks.**

4. **The Site Reclassification Committee selects candidates.**

5. **The Site Reclassification Committee sends *Parent Invitation to Participate in Process* letters to parents of candidates in English and the correspondence languages. A meeting place and translators are secured. The site contacts the Plurilingual Services office one week in advance if additional translators are needed. The purpose of the meeting is to explain the program and the reclassification process. The site has the option of counseling parents on an individual basis. The site reclassification committee writes the date that the letters are sent out on the *Reclassification form English Learner (EL) to Fluent English Proficient (R-FEP)* form.**

6. **The EL Administrator and Coordinator will emphasize the importance of the reclassification process.**

7. **The Language Assessment Team will populate the data on the reclassification forms and email them to the sites. (*Reclassification from English Learner (EL) to Fluent English Proficient (R-FEP)* form for each candidate).**

8. **The Reclassification Committee analyzes the criteria on each student's form. The committee makes a final recommendation for each student. All signatures must be on the form. (Please see Explanation of Reclassification Criteria to assist with analysis.) The reclassification date will be the date when the committee met.**

9. **The *Parent Notification of Language Reclassification* letter and a copy of the *Reclassification from English Learner (EL) to Fluent English Proficient (R-FEP)* form is mailed to notify the parent of the final recommendation. (Retain a copy of the letter for the cumulative record.)**

10. **A copy of the *Reclassification from English Learner (EL) to Fluent English Proficient (R-FEP)* form for each student (has met or has not met) is sent to the Language Assessment Center. The Language Assessment Team will enter all program changes and reclassification dates in Aeries.**

11. **The original *Reclassification from English Learner (EL) to Fluent English Proficient (R-FEP)* form and other supporting documents (grade check, final parent notification letter, rationale) are filed in the cumulative folder.**

12. **Reclassified students will be monitored for four years using the monitoring form.**

Process for Reclassification

1. ELD Leads and ELD Team generates a list of all ELs/Pls eligible for reclassification under the ELPAC criteria.
2. Students who meet the ELPAC criteria are monitored for scoring “Standards Met” or “Standards Exceeded” on the CAASPP-ELA SBAC. Students can also be reclassified with “Nearly Met” if they have an “A” or a “B” in ELA or have a 3.0 GPA. This is an empirically established range of performance in basic skills for comparing English-proficient students (EO or IFEP) who are enrolled in the same grade as the student who is being considered for reclassification. This is also based on the research of CDE State Board of Education President Dr. Linda Darling Hamond’s guidance, in her book, *Empowered Educators: How High Performing Systems Shape Teaching Quality Around the World*, a formative and summative teacher created authentic assessment is preferable to know how scholars are achieving in comparison to one another. Michael Fullan, in his book *Deep Learning: Engage the World, Change the World*, emphasizes focusing on the 6Cs of global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. Using multiple measures and using empirically established range of performance in basic skills for comparing English-proficient students (EO or IFEP) who are enrolled in the same grade as the student who is being considered for reclassification.

Criterion 4: Comparison of Performance in Basic Skills.

- Please note, **deficits in academic success, although currently unrelated to ELP,** may indicate a student has incurred a deficit while learning English. **Although this situation does not preclude a student from reclassification,** the LEA is obligated to ensure the student is provided ongoing academic support, and any other necessary support, designed to recuperate and remedy any such deficits during the four-year RFEP monitoring period or beyond.
- LEAs establish the empirical range of performance in basic skills when setting the locally established criteria for reclassification and consider the overall achievement goals set for all students. In doing so, the following definitions of related terms may be helpful:
    - **Performance in basic skills:** The score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks). [This is the “Nearly Met” and 3.0 or “Nearly Met” and Grade of “A” or “B” in ELA criteria. We encourage teachers to use PLC generated formative and summative assessments to make this comparison.]
    - **Range of performance in basic skills:** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range of scores within a performance level. [This is the “Nearly Met” and 3.0 or “Nearly Met” and Grade of “A” or “B” in ELA criteria. We

encourage teachers to use PLC generated formative and summative assessments to make this comparison.]

- **Students of the same age:** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification. [This is the “Nearly Met” and 3.0 or “Nearly Met” and Grade of “A” or “B” in ELA criteria.We encourage teachers to use PLC generated formative and summative assessments to make this comparison.]

3. Students who have successfully met the reclassification criteria may be identified by the site administrator, assessment team, the classroom teacher, parent, ELD Leads and ELD Team using the Reclassification Form.
4. The ELD Leads and ELD Team consults with the students’ teachers
5. Site invites parents to meet with teachers, ELD Leads and or ELD Team, teachers and administrators as needed for consultation and to make recommendations.
6. The reclassification results are communicated to the parents orally and in writing. Parents have the opportunity to sign the Reclassification Form.
7. For those who do not meet the reclassification criteria, ELD Leads and ELD Team communicate areas of need by grade level to classroom teachers who assist in the development and growth of these areas. Students designated LTELs participate in the intensive academic support that may include after school services.

Monitoring the Progress of Reclassified Students

The site administrator, ELD Leads, and or ELD Team coordinate the monitoring of recently reclassified students. Following reclassification, the teacher and school administration use the EL/RFEP Follow Up tool to monitor all students at the end of each trimester/semester during the initial four year period. If a student is not making satisfactory progress after reclassification, principals meet with the teacher to discuss an instructional plan including any additional support available such as after-school tutoring, primary language support, or other specialized support. Additionally, the District will provide intervention for all newly reclassified students deemed to not be making satisfactory academic progress.

Reclassification from English Learner (EL) to Fluent English Proficient (RFEP)

Student Name: _____ ID#: _____ School: _____

Grade: _____ Date of Birth: _____/_____/_____ Primary Language: _____

Criteria:	Verification:
Part I - Assessment of Language Proficiency	
A. ELPAC Overall Score 4	Overall Proficiency Level: _____ Date: _____
Part II - Teacher Evaluation	
B. Student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English	ELA/ELD Teacher Signature: _____
C. Total GPA of 2.00 or above**	Total GPA: _____
D. No recent "Ds" in current ELD/ELA class**	Current ELD/ELA grade: _____
E. No recent "Fs" in current core subjects**	Current Math: _____ Social Science: _____ Science: _____
F. Reclassification Committee Rationale	

**For a student who has incurred shortfalls in academic success unrelated to English language proficiency and does not meet criteria C, D and E above, the Reclassification Committee may conclude that the student's low performance is due to factors other than second language acquisition. Therefore, the student may be reclassified to Fluent English Proficient (RFEP). *Rationale form must be attached to this form.*

Part III - Parent Opinion and Consultation

G. Parent/Guardian provided notice to participate in the consultation and input process. Date notice sent: _____/_____/_____

Part IV - Academic Performance: Please indicate rationale for reclassification by marking one of the following boxes.

H. ☐ Student's SBAC/CAASPP ELA score is "3" or "4" (met or exceeded)

I. ☐ Student's SBAC/CAASPP/ELA score is "2" (nearly met) and has an "A" or "B" in ELA Year: _____ Score: _____

J. ☐ Student's SBAC/CAASPP/ELA score is "2" (nearly met) and GPA is at least 3.0

Recommendation:

☐ This student has met all of the above criteria and is to be reclassified from an English Learner to Fluent English Proficient (RFEP). His/her academic progress will be monitored for four years.

☐ This student has not met all of the criteria and is not to be reclassified at this time. He/she will continue to receive services.

English Learner administrator: _____ Counselor: _____

Language Teacher: _____ Parent Letter Sent: _____/_____/_____

Reclassification Date: ____/_____/2021

Distribution: Original: Cumulative Record Copy: Parent/Guardian Copy: Plurilingual Services Department Revised 04/2022 AUHSD cm

Anaheim Union High School District
Plurilingual Services

Language Reclassification Consideration
Parent Invitation to Participate in Process

School: _____ **Date: _____**

Student's Name: _____

Dear Parent/Guardian,

Your child has been identified as a student who is progressing well in school and is therefore being considered for language reclassification from **English Learner (EL)** to **Fluent English Proficient (FEP)**. This change is only considered when a student has acquired sufficient academic English skills in reading, writing, listening and speaking, and has met additional district criteria. Consideration for reclassification of students will be conducted during the next few months. You will be notified by letter of the final recommendation.

You are invited to attend a school site meeting where the process of reclassification will be discussed, and you will be able to share your opinion on this matter. Spanish, Korean and Vietnamese translators will be provided, if requested in advance, at this meeting. If you are unable to attend and have any questions or concerns, please call the contact person below.

Date: _____

Time: _____

Place: _____

Contact person: _____

Phone: _____

Sincerely,

_____
English Learner Administrator

Explanation of Reclassification Criteria_2022_2023.docx

Explanation of Reclassification Criteria 2022-2023

To be considered for reclassification from EL to R-FEP, a student must meet the reclassification criteria listed below. Some of the criteria are state mandated, while others are district criteria. Students should only be reclassified when it is evident that they can succeed as well as an English only student at grade level. The reclassification committee will make the final determination after considering all criteria.

Part I – Assessment of Language Proficiency

A. **ELPAC Overall level of 4 - Student must have a current year score of overall ELPAC level of 4.**

Part II – Teacher Evaluation Criteria

A. **Student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English**

B. **Total GPA of 2.0 or above**

C. **No recent "Ds" in current ELD/ELA class and**

D. **No recent "Fs" in current core subjects**

E. **For a student who has incurred deficits in academic success unrelated to English language proficiency and cannot meet criteria B, C and D the reclassification committee may conclude that the student's low performance is due to factors other than second language acquisition. Rationale that demonstrates that other multiple measures showing English proficiency comparable to an English Only student have been met must be attached to the reclassification form for filing in the cumulative folder. (Some students may be enrolled in advanced math and science courses and are underperforming for reasons other than language. Attach rationale to reclassification form).**

Part III – Parent Opinion and Consultation

A. **Student's parent/guardian must be invited to participate in the process. A letter is sent home to all possible candidates.**

B. **A meeting is scheduled to talk to parents about the process and program offered to students. Parents should sign in as evidence that they attended and were informed. It is optional to have a privately scheduled meeting or a phone conference. This too should be documented and kept on file for compliance reviews.**

Part IV – Performance in Basic Skills Criteria

A. **If the student score on the SBAC/CAASPP/ ELA is "3" or "4" (met or exceeded) - no further requirements are needed**

B. **If the student score on the SBAC/CAASPP/ ELA is "2" (nearly met) he/she must have an "A" or "B" in ELA or**

C. **If the student score on the SBAC/CAASPP/ ELA is "2" (nearly met) he/she must have at least a 3.0 GPA**

Procedures for Dually Identified SWD/PL (EL) Reclassification Consideration

This process does not need to be conducted within an IEP team meeting, though, it can be.

The SWD/PL (EL) Reclassification Team shall consist of the following team members:

- PL/EL Administrator
- Counselor if a student is a student with a mild-moderate disability. The counselor can be excused if a student is a student with a moderate-severe disability.
- Special Education Teacher - Needs to be able to speak to the student's performance in the classroom. This can be the case carrier or another special education teacher.
- Psychologist
- Speech-Language Pathologist if the student receives speech language services.
- English Learner/Plurilingual Specialist (ELD Program Chair)

The SWD/PL (EL) Reclassification Team needs to consider the following factors:

- Past assessments of language proficiency
- Teacher evaluation of student's academic performance based upon the student's progress on linguistically appropriate goals
- Parent input
- Comparison of skills of English learners with disabilities to primary speakers of English with similar disabilities to determine whether the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration

Also to consider:

- Current multi-disciplinary report and student's identified special education eligibilities
- Current work samples
- IEP accommodations and modifications
- Peer comparison data (comparing to same-age peers with the same disability categories who were never English learners.)

Rationale:

- If the team decides that a student with disabilities should be reclassified because they are unable to meet a particular reclassification criterion due to the specific nature of his disability, document the impact the disability has on the student's ability to meet these criteria.

Reference:

CDE. (2019). *California Practitioners' Guide for Educating English Learners with Disabilities*

Special Youth Services & Plurilingual Services Joint Document November 9, 2021

Students with Disabilities (SWD) Reclassification from English Learner/Plurilingual to Reclassified Fluent English Proficient (R-FEP)

Student Name: _____ ID#: _____ School: _____

Grade: _____ Date of Birth: _____ Primary Language: _____

Program: _____ Special Education Eligibility: Primary:_____ Secondary:_____

Criteria	Verification
Part I – Assessment of Language Proficiency	
A. ELPAC Overall Level	Overall Proficiency level: _____ Date: _____
Alternate ELPAC Overall Level	Overall Proficiency level: _____ Date: _____
B. For SWDs, has student demonstrated an appropriate level of English Language Proficiency commensurate with their abilities wl compared to English proficient students with similar disabilities?	Yes ☐ No ☐
Part II – Teacher Evaluation	
A. Total GPA of 2.0 or above**	Total GPA: _____
B. No recent "Ds" in current ELD/ELA class**	Current ELD/ELA grade: _____
C. No recent "Fs" in current core subjects **	Current Math: _____Social Science: _____Science:_____
D. For SWDs, has student demonstrated an appropriate level of academic performance commensurate with their abilities when comp to English proficient students with similar disabilities in the same grade level?	Yes ☐ No ☐
E. Reclassification Committee Rationale	

** For a student who has incurred shortfalls in academic success unrelated to English language proficiency and does not meet criteria A, B, and C above, the Reclassification Team may conclude that the student's low performance is due to factors other than s language acquisition. Therefore, the student may be reclassified to Fluent English Proficient (R-FEP). *Rationale form must be attach this form.*

Part III – Parent Opinion and Consultation

A. Parent/Guardian provided notice to participate in consultation and input process. Date notice sent: _____/_____/___

Part IV – Academic Performance: Please indicate rationale for reclassification by marking one of the following boxes.

A. ☐ Student's SBAC/CAASP/ELA score is "3" or "4" (met or exceeded)
B. ☐ Student's SBAC/CAASP/ELA score is "2" (nearly met) and has an "A" or "B" in ELA
Year: _____ Score: _____
C. ☐ Student's SBAC/CAASP/ELA score is "2" (nearly met) and GPA is at least 3.0
D. ☐ Student has received ELD services for more than six years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with the student's abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Distribution: Original: Cumulative Record Copy: Parent/Guardian Copy: Language Assessment Center Revised 06/14/22 LAC

RECOMMENDATION:

_____ **This student has met all of the above criteria and is to be reclassified from an English Learner to Reclassified Fluent English Proficient (R-FEP). His/her academic progress will be monitored for four years.**

_____ **The student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with their abilities when compared to native English-speaking peers with similar disabilities in the same grade level.**

_____ **This student has not met all of the criteria measures, but is recommended for reclassification. A rationale form is attached. His/her academic progress will be monitored for two years.**

_____ **This student has not met all of the criteria and is not to be reclassified at this time. He/she will continue to receive services.**

_____ English Learner Administrator	_____ Counselor
_____ Special Education Teacher	_____ Psychologist
_____ Speech-Language Pathologist	_____ English Learner Specialist

Parent Letter Sent: _____/____/_____

Reclassification Date: ____/_____/_____

Anaheim Union High School District
Plurilingual (PL) Services
R-FEP MONITORING REPORT AND INTERVENTION PLAN AS OF 04/21/2022

☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

School:

Student Name: ID:

DOB: GR: HL: LF:

Special Programs: ☐ SWD ☐ DLA ☐ AVID

Document Emailed: ___/___/___ Parent/Student Conf: ___/___/___ Phone Conf: ___/___/___

Stu Status: R-FEP Date:

Monitoring of Student Progress: ☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not Met

Current Grades: ELA: Math: Current Toal GPA:

SBAC/English Language Arts	Date:	Grade:	Scaled Score:	Level:
SBAC/Math	Date:	Grade:	Scaled Score:	Level:

Most Current ELPAC Date: Grade:

Overall Score: Overall Level:
Oral Language Score: Oral Language Level:
Written Language Score: Written Language Level:

Comments regarding factors affecting student's achievement:

_____

_____

_____

Analysis of the above data demonstrates that the student is:

☐ Highly proficient - consider AP referral ☐ Progressing satisfactorily with grades

☐ Not progressing satisfactorily ☐ Not progressing satisfactorily in standardized testing

Contact your student's counselor if you have any questions about any of the following interventions:

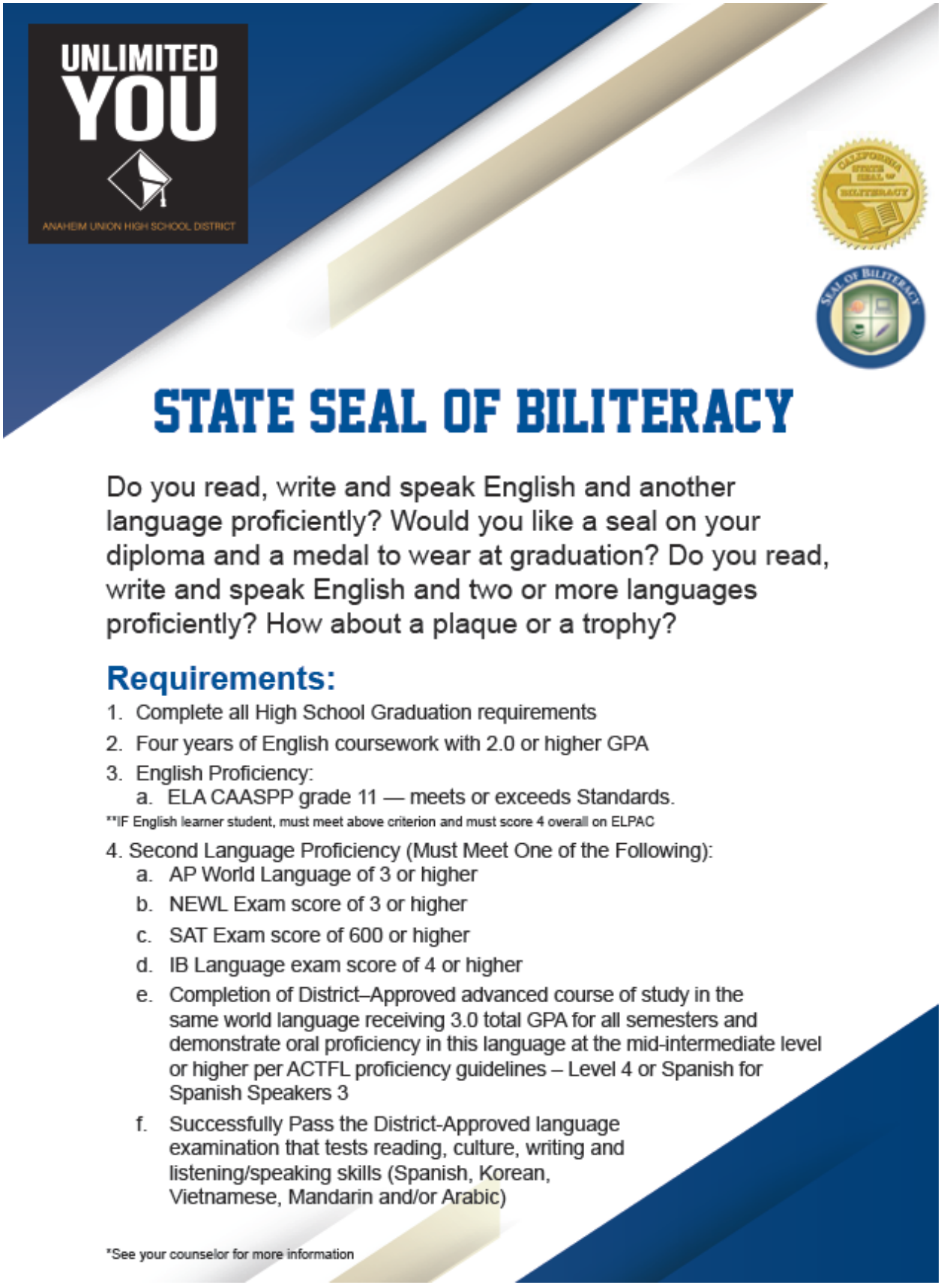
☐ Check student's assignment planner ☐ Parent Contact by phone/in person

☐ Homework Club ☐ Progress Report (daily/weekly/monthly)

☐ AERIES parent connection ☐ At-risk counseling by counselor

☐ Request conference with math teacher ☐ EMT (Education Monitoring Team)

☐ Request conference with English teacher ☐ Referral to social work intern

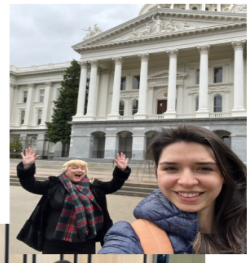

UNLIMITED
YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT
STATE SEAL OF BILITERACY
Do you read, write and speak English and another language proficiently? Would you like a seal on your diploma and a medal to wear at graduation? Do you read, write and speak English and two or more languages proficiently? How about a plaque or a trophy?
Requirements:
1. Complete all High School Graduation requirements
2. Four years of English coursework with 2.0 or higher GPA
3. English Proficiency:
a. ELA CAASPP grade 11 — meets or exceeds Standards.
**IF English learner student, must meet above criterion and must score 4 overall on ELPAC
4. Second Language Proficiency (Must Meet One of the Following):
a. AP World Language of 3 or higher
b. NEWL Exam score of 3 or higher
c. SAT Exam score of 600 or higher
d. IB Language exam score of 4 or higher
e. Completion of District–Approved advanced course of study in the same world language receiving 3.0 total GPA for all semesters and demonstrate oral proficiency in this language at the mid-intermediate level or higher per ACTFL proficiency guidelines – Level 4 or Spanish for Spanish Speakers 3
f. Successfully Pass the District-Approved language examination that tests reading, culture, writing and listening/speaking skills (Spanish, Korean, Vietnamese, Mandarin and/or Arabic)
*See your counselor for more information

AUHSD Seal of Biliteracy 2022-2023

Timeline and Checklist of Procedures

- Ongoing: Highlight and promote the learning of another language as a 21st century skill to all grade levels.
- January through February: Application window opens. Announce to seniors via websites, school announcements, flyers, posters, classrooms, etc.
- February: Site leads collect applications and verify criteria. Students who need assessments are noted in Google Sheets. (Preliminary analysis of candidates is noted in spreadsheets for the purpose of ordering medals and assisting with identification and communication.)
- November/March: Local assessments are scheduled by the LAC and school site and are administered and scored. Site leads continue to verify applications and scores and note them accordingly in the spreadsheet.
- March through April: Copies of applications and required documentation are delivered to the LAC. Final list of recipients is reviewed and diploma seals are ordered. Students' names are sent to graphic arts for graduation programs and to EIT for transcript notation.
- May: Medals and Seals for diploma are delivered to the school site. Students may wear medals at Senior Awards ceremonies.
- July-August: Students who have proof of passing a missing requirement (ie, senior AP test results), may bring evidence to the LAC for analysis. Seal and medal will be distributed accordingly.

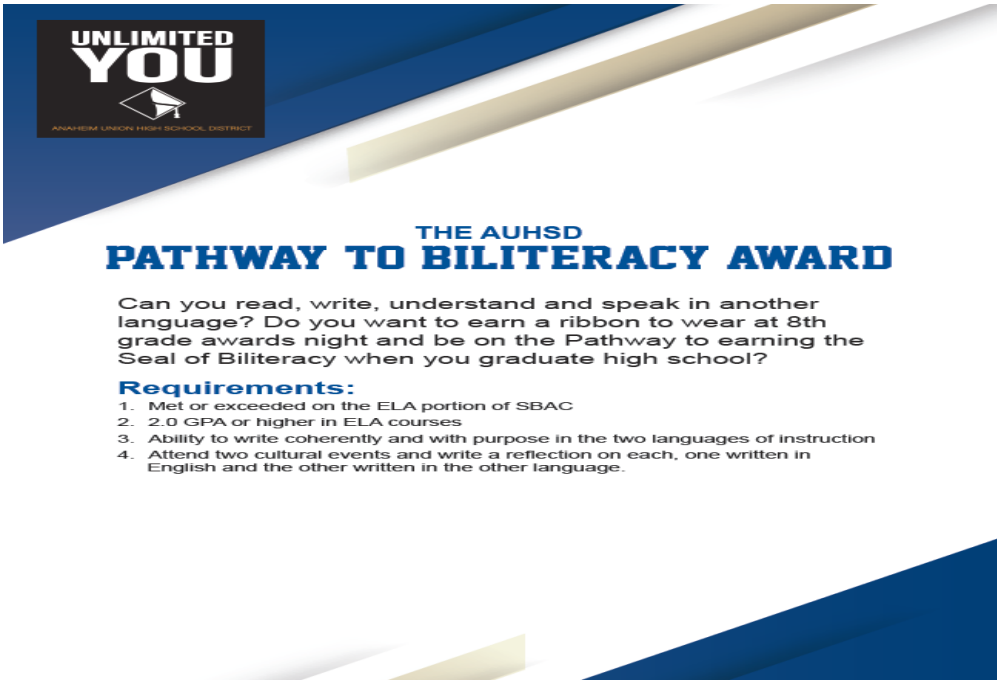
Seal of Biliteracy



AB370-Expands the Criteria for Scholars to Earn SSOB
During spring break Dr. Renae Bryant testified in support of AB370 with Californians Together.

Regular Session: Education,
Wednesday, March 29, 2023

1:30 p.m.
1021 O Street, Room 1100



CDE Pathway Recognitions

Biliteracy Pathway Recognitions

The three Biliteracy Pathway Recognitions available are:

- Biliteracy Program Participation Recognition
  The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

- Home Language Development Recognition
  The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.

- Biliteracy Attainment Recognition
  The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy.

There are multiple paths to biliteracy and these recognitions provide LEAs with the opportunity to highlight some of these paths to encourage students to pursue biliteracy or multiliteracy in high school and beyond.

Chapter 3

Family and Community Engagement (FACE) & Empowerment

Chapter Overview

The Anaheim Union High School District (AUHSD) Board of Trustees recognizes that parents, which includes legal guardians, are the first and most influential teachers of their children. Furthermore, that sustained parent and family engagement in the education of their children contributes to student achievement (AUHSD, 2018). This support is beneficial to all students, especially English learners (ELs). This chapter provides a definition of family engagement, tips for better communication, opportunities for involvement, and systematic tools especially designed to support parents of ELs.

Fundamental Concepts

The main ideas of this chapter are based on the fundamental concepts presented in Strand 6 and 7 of the *Guiding Principles for Dual Language Education* (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). Furthermore, Elements B, D, and E in Principle 1: Assets-Oriented and Needs-Responsive Schools of *The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*, or CA EL Roadmap, (CDE, 2018) was also also used a self-reflective tool and fundamental concepts for this chapter.

Components

An element described in the first principle of the CA EL Roadmap (CDE, 2018) is that schools "value and build strong family and school partnerships" (p. 13). This idea must include a two-way open discussion with parents, students, and any other family member involved in the student's education. In order to demonstrate that a partnership is welcome, schools must provide an environment where the students feel safe, included, and supported.

What is Family Engagement?

Educational institutions may at times interchange family involvement and family engagement, which in essence relate to the same idea, but are very distinct in meaning (Constantino, 2019). Ferlazzo (2011) states that the definitions of each word are different because "involvement implies *doing to*; in contrast, engagement implies *doing with*". Furthermore, involvement tends to be an association whereas engagement is a commitment (Constantino, 2019). In order to better assist our ELs, AUHSD asks parents to be engaged in at least one of various activities, events, or initiatives.

Family Engagement Activities

AUHSD provides parents and the community with a myriad of different opportunities to learn and become involved in the school. AUHSD has found innovative ways to create infrastructures, have additional resources, and even hire personnel to offer parent leadership classes and family engagement activities for all families. An initiative that according to Mapp and Molnar has been found to be true for very few districts in the United States (as cited in Santana, Rothstein, & Bain, 2016).

The prime example of intentional infrastructure within AUHSD is the Language Assessment Center, which is the hub and primary stop for any newcomer student. In addition to the basic services of interpretation and translation it is also the department that oversees all the reclassification testing that ELs do in the school year.

Other parent and community events include a monthly Coffee with Administrators, quarterly Reflective Learning Walks for Parents, and seven-week sessions of Parent Leadership Academy, all taking place at the school where the EL student is enrolled. The monthly Coffee with Administrators allows parents to gain a better understanding of the academic curriculum and receive current information on initiatives and goals of the school. This event allows parents to be able to ask specific questions and receive a direct response from an administrator or counselor in attendance.

The Reflective Learning Walks for parents, or more commonly known as Parent Learning Walks, provide intentional formative assessments and opportunities for parents to increase their understanding of the content & language objectives being taught in the classroom. Emphasis is on performance and task assessments that demonstrate acquisition of college and career skills. This event allows for parents and anyone from the community who registers to visit our classrooms to discuss their observations using a neutral and evidenced-based language. Most importantly, parents learn about methods and tools they can use to better assist their students at home by observing the student-teacher interactions during their visit.

Lastly, the Parent Leadership Academy (PLA) is a series of parent-to-parent sessions in collaboration with the Family and Community Engagement Specialist (FACES) that has two cohorts. In the first cohort (known as PLA 1) parents are informed about the education systems in California, responsibilities and expectations to establish support at home, educational technology tools, and college admissions criteria. In the second cohort (PLA 2) the focus is culture & identity, social and emotional factors that affect students, Dr. Conley's Four Keys, and Growth Mindset. After completing the sessions our parents are celebrated with a graduation ceremony and are asked to invite new parents to do PLA 1 or PLA 2. These sessions,

depending on the site, are provided in the native language of the attendees. At this point PLA sessions at AUHSD have been presented in English, Korean, Spanish, and Vietnamese. The efforts of accessibility extend beyond the language as these sessions are presented in the morning and/or afternoon, depending on the needs or requests from the community.

The Stages of Immigrant Involvement

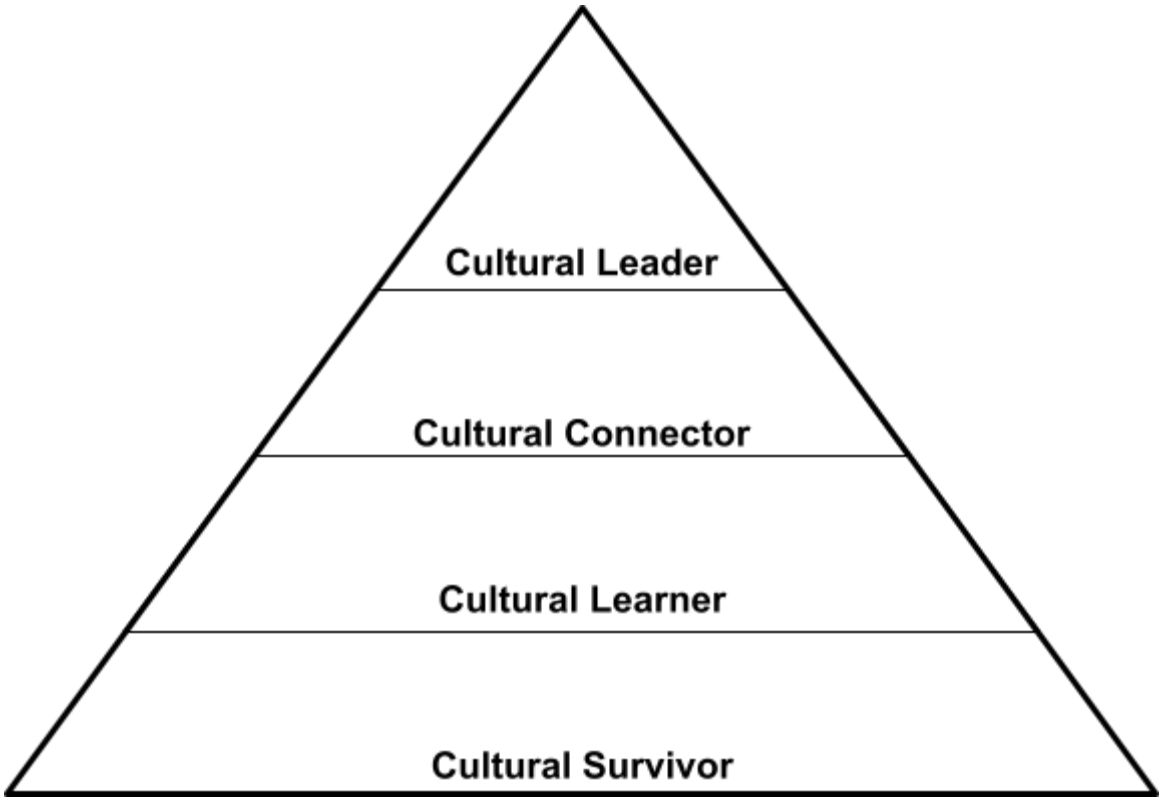


Figure 3 - 1: *The Stages of Immigrant Involvement. (Adapted from Santana, Rothstein, and Bain, 2016)*

AUHSD recognizes that “there is no single EL profile” (CDE, 2018, p. 13) that fits all EL students’ experiences and characteristics. Therefore, we meet families first and then identify the needs based on the information they provide. After a thorough interview and language exam has been done by the staff in the AUHSD Language Assessment Center, the student is enrolled at their nearest home school. The best method to identify the families we serve is by using the Stages of Immigrant Involvement, described in Santana, Rothstein, & Bain (2016).

Similar to Maslow’s Hierarchy of Needs, the Stages of Immigrant Involvement is a pyramid that starts with the most basic type of involvement — Cultural Survivor — and envisions the last stage — Cultural Leader — to be the most advanced type of involvement. In the Cultural Survivor stage, EL families need very intentional and consistent types of support in order for them to meet their basic needs first before they even consider educational involvement. A family

who is identified in this stage may have dire needs due to refugee status, homelessness, or other personal matters. They may also be busy doing more than one job, which prevents them from attending school functions or getting involved.

Families identified in the Cultural Learner stage may be those families who rely heavily on the support of an interpreter. At AUHSD families have the advantage of having bilingual staff in the office and sometimes also in the classroom with a bilingual teacher or instructional assistant. They are different from a Cultural Survivor because they may be more involved in school functions and/or may have a better understanding of the United States education system.

A family identified in the Cultural Connector stage is the epitome of most parents we have at AUHSD. They are those families who echo all the initiatives and programs the school system has to offer to other immigrant families. They understand and are active with their school or district family engagement practices but still need language support from an interpreter, even though they themselves may serve as an interpreter or terminology definer to other parents. Families in the Cultural Connector stage inspire, encourage, and empower those families in the previous stages described to join them in school functions and activities. Similarly to the name of the stage, they serve as a liaison for one or more families who they are close to.

Last but not least, is the Cultural Leader stage. This is the vision of AUHSD for all families because they are regular attendees of events since they are the most comfortable with the language, culture, policies, and procedures of the educational system. In terms of engagement, they are not only engaged but seek to be in leadership positions and be advocates of other families — especially when it directly affects immigrant families. Due to their involvement and disposition they tend to obtain vital information of needs from immigrant families and know the correct channels they need to reach in order to bring about change.

Strategies for Supporting Newcomer Students and Their Families

There exist a wide variety of ways to support newcomer students and their families. At AUHSD, there are fluid systems and structures in place that allow for a staff member to use the necessary resources for a family incoming to the district. It is fluid because it allows for constant evaluation, modifications, and adaptations depending on the student and the school site.

The first step that occurs in all the intake process is that a staff member from the Language Assessment Center (LAC) will provide an in-person interview to the family, which will inform the LAC staff of the amount of credits the student comes with, the English language level, and any socio-emotional needs. A formal language assessment is also provided for the student as well. The LAC staff then produces an “Initial Parent Notification of Assessment Results and Program Placement” form. The three categories mentioned earlier can also be found in an individualized plan for each student. Based on the responses provided to the LAC staff member, they will then inform the school site colleagues of the needs of the family. An email with the student’s information is then shared with key site leaders so that they are informed of how they can best

serve the family that will be enrolling to their school in the upcoming days. Usually the site leaders included are: principal, assistant principal, counselor, and registrar. If needed, the FACES and/or social worker may also be included in the communication. The purpose of this email is to frontload the staff and inform them of the languages spoken by the students and/or families so that they know to find interpretation and anything else to assist the family to feel welcome.

Communication with Parents/Guardians and Families

As outlined in Principle #1, parent-to-teacher two-way communication and engagement are a crucial aspect of student achievement (EL Roadmap Rubric, 2018). As educational agencies, the newcomer student and their family must be seen as assets that are coming into their school and as such the institution must find ways to incorporate them into the school culture.

According to Breiseth, Robertson, and Laford (2011), school leaders need to: find ways to communicate, make enrollment manageable/accessible, and provide opportunities for parents to learn. The communication must be accurate and reliable because families need to obtain the correct information. In addition to that, staff must find out the preferred method of communication from the families so that the interaction is effective. Of course translators and interpreters are an essential tool that can help with the communication — more on them later in the chapter. Before the communication starts, the enrollment process needs to have support for families and provide user-friendly procedures that are not intimidating. Some examples provided in “A Guide for Engaging ELL families: Twenty Strategies for School Leaders” (2011) are to provide translated forms, bilingual support, and welcome centers to name a few; but most importantly ask the families if they worked for them and at the same time having those resources available throughout the year. Lastly, educate parents on complex topics by providing workshops in their native language so that they can feel valued and understood. An additional consideration is to invite other families who have gone through the process so that they may ask questions or simply feel that they have someone to relate to.

Translators and Interpreters

In order for the parents to feel connected to the school or district, they must first feel welcomed. This idea lets families know that they are valued members of the district and that school is “an integral part of the community” (Houk, 63) (as cited in Breiseth et al., 2011). *Communicating Important Information* is the second of six themes provided in the guide written by Breiseth et al. (2011), which includes several strategies that clearly delineate the best practices for this communication to be reliable and formal among others. Translators and/or interpreters play an integral part of this practice because they provide parents a tool to better communicate with the teachers, administrators, and school staff. Blankstein et al. (2011) highlight the importance of translators and/or interpreters in the Three Principles for Building Positive School-Family Relationships.

The first principle revolves around the ideas of mutual understanding and empathy (Blackstein et al., 2011). Among many other potential barriers families may face while navigating the educational system, EL family members supporting a student will most likely have the dire need of an interpreter in order to understand the communication shared by the school, to reach out for support, or when having a meeting.

AUHSD understands the families and the significance of providing customer service in their native language. For this reason, they have bilingual staff who speak: Arabic, Korean, Spanish, and Vietnamese. The majority of this staff is housed at the district and schools are able to schedule or request their services as needed. Translators and interpreters provide much more than just language support, they provide a voice for parents and the opportunity for them to become more engaged in their child's education.

The systematic approach to language interpretation is analyzed on the basis of need and equity. Although AUHSD has interpreters at the district-level, they are not enough to provide all the services needed at the school sites who have more than half of their student population whose household speaks languages other than English. For this reason, there are some schools who have interpreters housed within the site who work on translating documents or interpreting for meetings specific to the site. In addition to that and in the search of providing the best customer service, they also have bilingual staff who can provide basic communication if a parent contacts the school.

Strategies for Communicating with Families

The best strategy is a team-effort approach to communicating with families. At AUHSD we have several staff who are bilingual and can provide families with language support. There is a tiered system of support that starts at the school site level and moves to the district-level staff as the need becomes overwhelming. Before describing the system of support, it is important to note that AUHSD uses a mass communication platform that collects the information, language preferences, and medium/modalities that the family chooses in their own profile. This platform allows for the communication sent home to be satisfactory for the families because they obtain the information how they want it and in the language of their liking. Although not all the languages are available, the most common languages are and the majority of the families have reported to feel connected to the district and/or school thanks to the continuous communication.

Regular outreach and communication is key and also happens to be another principle in building a positive school-family relationship (Blackstein et al., 2011). At AUHSD, we have several avenues to communicate with families. The main one and most consistent avenue of communication is done on a weekly basis — most often over the weekend — known as the weekly call, usually done by the Family and Community Engagement Specialist (FACES) or an administrator. This is usually sent as a text message, phone call, and/or email. In addition to that, there are also other communications that may go out throughout the week to promote an event, meeting, or important update.

Communication is a two-way process that involves the parents also reaching out to obtain clarification after communication goes out. When this happens, parents know to reach out to the FACES or the office at school to get their questions answered. They may also choose to contact the AUHSD Call Center, a service provided by the district so that families can have their questions answered in Arabic, English, Korean, Spanish, or Vietnamese. If their question or concern is more specific then they will reach out to the particular school staff they need to talk to. If there is a language barrier, then the school staff will seek support from bilingual colleagues on campus or the district to request the support of an interpreter. The utmost importance of the process is that parents feel welcome and listened to, preferably in their own language.

Parent Advisory Committees

The National Parent Teacher Association (PTA) has established and published "10 Truths About Parent Involvement" (Blankstein et al., 2011), which is an idea that AUHSD fully supports. Among them are two that must be highlighted not only because of their importance but because they describe the reasons behind why parent advisory committees exist:

> 5. Parent involvement is an ongoing process, not a series of events.
>
> 6. Parent involvement requires a shared vision, policy, and framework for planning programs and practices that are connected to student learning.

AUHSD not only wants families to be communicated or instructed about the school system, it is more than that. The goal is to also have them as active participants and contributors to the development of curriculum. This can be done in a variety of ways ranging from, responding to a survey, to generating needs assessments, and being involved in parent advisory committees. Being involved in such committees makes parents feel empowered and advocates. These ideas are also shared by PTA in their National Standards for Family-School Partnerships (as cited in Blankstein et al., 2011). Although all six of the standards are important, this plan and the parent advisory committees described below will embody Standard 4 and Standard 5.

> **Standard 4. Speaking Up for Every Child**
> Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
>
> **Standard 5. Sharing Power**
> Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

The two parent advisory committees closely associated with EL families are the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC).

Although they may seem like one in the same, it is important to emphasize that ELAC is the microcosm of DELAC. That means that their functions are similar, but ELAC is very specific to the school site whereas DELAC is less specific to school sites and seeks to support ELs as a district.

ELAC & DELAC

English Learner Advisory Committee (ELAC)

The purpose of ELAC is to advise the principal and school staff on programs and services that benefit ELs. This committee can only be composed of parents of students identified as ELs. This committee must be formed when 21 or more students classified as ELs are enrolled in a particular school. Once formed, the committee must form their own bylaws and schedule their regular meetings for the school year.

Some of the tasks that this committee must achieve range from developing a language census for the school, developing needs assessments for the school, and perhaps the most important one - developing a section for ELs in the Single Plan for Student Achievement (SPSA). This plan outlines all the initiatives that the school will seek to achieve and allocate funds, while also connecting them to the Local Control Accountability Plan (LCAP) of the district. That means that parents must be well-informed about the different types and categories of funds that are allocated to the school. In addition to having meetings at school, it is required that at least one parent member is elected to represent the school site in the DELAC.

Schools with 21 or more ELs are required to establish a functioning ELAC that provides advice to the site administration on programs and services for English Learners. All of the schools in OCDE - ACCESS have sufficient ELs to meet this criterion and have formed ELACs. The committees are established using the process below:
1. Formation The Committees are formed by informing parents of the function of the ELAC and their opportunity to belong through written communication and in parent meetings. All parents/guardians of ELs have an opportunity to participate and be members of the committee.
2. Membership Requirements ELAC will be composed of parents and staff. The parents of ELs and recently RFEPed students (within the academic school year) will be represented on the committee at the school site. All members must be able to attend the ELAC meetings.
3. Advice The ELAC advises the principal and staff on topics relating to ELs, including at the minimum:
● The development of a school-wide needs assessment, and ways to make parents aware of the importance of school attendance.
● The development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the School Plan for Student Achievement (SPSA).
4. Training Members receive training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. 5 Delegating Authority for ELAC Responsibilities to the School-Site Council (SSC) Compliance regulations allow for a

school to consolidate or combine their ELAC with the School Site Council (SSC). However, to address the targeted needs of our students and parents, our Local Education Agency (LEA) has chosen to conduct a separate ELAC and SSC. Separate Functioning ELAC EL parents conduct ELAC meetings as much as possible. The principal or designee assists in coordinating and publicizing the meetings. All ELAC meetings are open to the public and will be publicized in the languages used by the parent community. When the ELAC is a separate committee, the by-laws that appear in this section are followed.
The school's ELAC committee shall be composed of the following:
● Principal
● The parents of ELs and recently RFEPed students (within the academic school year) attending the school
● Termination Membership shall automatically terminate should a member no longer meet membership requirements.

DELAC Representative Representatives from the site ELAC are recommended to represent their school at the DELAC. However, all parents will be invited to all the DELAC meetings. The parent representatives from the site will provide the Area with DELAC updates.

District English Learner Advisory Committee (DELAC)

Similarly to ELAC, the DELAC's purpose is to advise the district's governing body on programs and services for ELs. AUHSD has this committee because there are at least 51 EL students enrolled in the various schools. It is important to note that this committee must be formed regardless of the language those families identify with, they are all English learners or emerging bilinguals.

In terms of task that must be accomplished by this committee, their primary focus is to review and comment on the reclassification process by the district, combining the various sections proposed by each site's SPSA, and developing a timetable or recommendations for the LCAP to fund initiatives that benefits EL students at their site and at the district as a whole. Lastly, and most importantly DELAC needs to provide its members with the appropriate training and up-to-date information for these members to replicate and bring to their ELAC.

Districts with more than 50 ELs enrolled are required to establish a functioning District English Learner Advisory Committee (DELAC) that advises the superintendent or their designee on programs and services for ELs. Parents/guardians have the opportunity to elect members to the DELAC annually.

DELAC meets the following requirements:
Advises the superintendent or their designee regularly on all the following tasks:
● Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the School Plan for Student Achievement (SPSA).

● Conducting a district-wide needs assessment on a school-by-school basis.
● Establishment of district programs, goals, and objectives for programs and services for ELs.
● Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
● Review and comment on the LEA's reclassification procedures.
● Review and comment on the written notifications required to be sent to parents and guardians.
● Review and comment on development of the Local Control and Accountability Plan (LCAP).

District English Learner Advisory Committee Executive Board Officers 2022-23

Family Support

Many, if not all, of the programs and services mentioned in this chapter are promoted by a family and community engagement (FACE) team at the school. This team is composed of parent leaders, school staff, and administrators. A vital member of this team is the family and community engagement specialist (FACES). They are vital in every sense of the word because they provide the link between the school system, the community agencies, and anything

associated with family engagement as it relates to student success. Their role is designed to be the first person any parent can reach out to for support. The abbreviation is fitting because they *are* the face of the school in the sense that they serve as public relations, the parent liaison, and more.

In addition to connecting to families with knowledge and information, FACES are all bilingual in Spanish which means that they connect with EL families who speak Spanish at a higher level because they can identify with them. If for some reason, the family speaks another language there are School Community Liaisons or interpreters who can provide support.

At AUHSD family support is not only provided to some families one time. There is always space to grow and develop more relationships. FACES, especially, always seek the opportunity to provide a resource to families or have events at various times so that new families can get involved. They also work with and develop parent leaders so that they connect more families with the school and/or district. Involvement from parents is an ongoing process and it must be meaningful (Blankstein et al., 2011) otherwise the programs and events will remain as simple ideas without execution. In conclusion, the idea of involvement needs to transform to engagement by making associations lead to commitments (Constantino, 2019).

Engagement in Virtual World

Friday, March 13, 2020 will forever be marked as the last day of traditional education. The following days after that were used to plan a turning point in the way we knew how to provide education to the students and resources/support for our families. All the information described in the previous sections of this chapter was made available in person, at the school site, with a traditional way of doing education. After March of 2020 educators around the country and the world had to transform their definition of instruction, classroom, and methods to adapt to the needs of distance learning in a virtual world. Family engagement was not exempted from the challenge and so several functions and events had to be done virtually. For the purpose of this plan we will focus on the Virtual Parent Leadership Academy and District English Learner Advisory Committee as they relate to the EL community.

Virtual Parent Leadership Academy

In 2019, the AUHSD was recognized as an exemplary district due to their family and community engagement efforts, programs, and initiatives. Some of the highlights were: the stakeholder engagement events to update the Local Control Accountability Plan (LCAP), the Parent Leadership Academy (PLA), and the role of the Family and Community Engagement Specialist (FACES). The PLAs are one of the distinct reasons why families feel so connected to school, especially those who facilitate the instruction and discussion to other parents. As stated earlier, these are facilitated from well-informed parents to other parents who are seeking to become advocates for their students. It is a platform that not only informs parents, but most importantly allows for connections & relationship-building among parents and the FACES.

Due to its importance, this program — PLA — could not be discontinued. Instead it needed to adapt to the changes, be updated, and presented to address the current needs of the families. Thanks to a collaboration with California State University, Fullerton and the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) through the AUHSD Educational Pledge, the district was able to have a small group of FACES work on taking on this arduous task during the summer of 2020. Once the 2020-2021 school year started in August, families had a new parent education curriculum to look forward to, simply renamed as: Virtual PLA.

This new curriculum included four modules: Family Engagement in a Virtual World, Supporting Students through Distance Learning, Technology and Distance Learning Platforms, and Mental Health in our Current Reality. The timeline for presenting these modules was crucial, therefore some school sites presented two modules per week so that more families could be exposed to the content at a quicker rate. Lastly, the foundation of the content was focused on the PLA 1 and PLA 2 modules, with a few additional content exclusively revolving around distance learning and the impact of the COVID-19 pandemic on our lives; especially the students. It was exciting to see the interaction among parents in these video conference platforms, the collaboration of some sites to connect junior high parents with high school parents, and the engagement of new families who would otherwise not be able to attend if these sessions were presented in-person.

Our beloved EL parents were not left out of this opportunity to get informed and connected to the school. Virtual PLAs were also held in Korean, Spanish, and Vietnamese. Thanks to the non-existent barriers (such as distance or travel time) families on the west side of the district were able to connect virtually to the east-side presentations and vice-versa, if the sessions provided by their local site conflicted with their availability. Furthermore, parents of EL students had more than just Virtual PLA to get connected to school and the school system. Other programs and events were also adapted to a virtual mode. Some of them include, but are not limited to: Coffee with Administrators, Back-to School Night, Open House, the English Learner Advisory Committee (ELAC), School Site Council, and even those events at the district such as the LCAP Stakeholder Engagement meetings and the District English Learner Advisory Committee (DELAC). This latter event will be spotlighted in this plan, not only because of their significance to the EL community but also their resilience and determination to make it possible.

District English Learner Advisory Committee

“The show must go on!” is a common phrase in the entertainment or performance industry. This is exactly what AUHSD did when they learned of the adaptation to distance learning and the new reality of this virtual world. The once held in-person meetings were transferred to video conferencing meetings. Although it may sound easy, it was not a smooth transition. On the contrary, it was a multi-layered puzzle that needed to be figured out one piece at a time in a very short period of time. The challenge was: how can we host hundreds of people in one virtual room with the capacity to have live, simultaneous interpretation at the same time?

The first solution was to have multiple video conferencing meetings running simultaneously, where there was a main meeting room in English and the other four rooms were hosted by the interpreters. That meant that interpreters had to have at least two devices connected at the same time; one for the main room in English and one for the language they were interpreting. It also suggested that the district had to have an assisting interpreter, if possible, to help with the chat and/or for technical support that the interpreter may need.

After completing the first semester of distance learning during the spring of 2020, AUHSD was able to allocate funds to buy licenses for another video conferencing platform that allowed for more room capacity and most importantly the ability to have interpreters simply be concerned about interpretation. The families also had easier access to simply toggle from the English language to Korean, Spanish, or Vietnamese without having to have two devices or leaving one room to log-in to another. There are still technological difficulties and lessons to achieve, but the moral of the story is that: when there is a will, there is a way. Although virtual meetings will never be the same as in-person meetings, one can truly say that the virtual DELAC meeting resembles the main essence of the in-person ones.

2022-23 AUHSD DELAC Meeting

2022-23 AUHSD DELAC Meeting

2022-23 AUHSD DELAC Meeting

Chapter 4

Effective Instruction for English Learners

Chapter Overview

AUHSD strives to provide intellectually rich instructional pathways for students that foster bilingualism and biliteracy in a culturally responsive climate. Instruction builds upon the linguistic and cultural assets of English learners while developing high levels of English proficiency. Educators must consider the language development needs of our diverse EL population in their lesson design and provide appropriate scaffolds and support for ELs as they work towards reclassification, graduation, and success in post-secondary options.

This chapter begins with a discussion of the importance of school culture and the physical and philosophical classroom environment. This chapter serves as a guide for administrators and counselors responsible for developing the Master Schedule, as well as for educators to understand the instructional needs of ELs and how to build on the language assets they come with.

Culturally and Linguistically Responsive Pedagogy

Teachers acknowledge and value the linguistic and cultural resources students bring with them into the classroom. Teachers should leverage and celebrate these assets to build and strengthen relationships that contribute to the creation of an inclusive, affirming and welcoming environment.

Intellectually Rich Instructional Pathway

AUHSD recognizes that planning for an effective and instructionally rich program begins with understanding the diverse nature and needs of English learners. The following section provides information to guide decision-making that best serves ELs:

- Typologies of ELs
- Instructional Program Options
- Enrichment Opportunities
- Classroom Composition

Typologies of ELs

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency in their primary language and in English, migrant statuses,

and socioeconomic statuses, as well as interactions in the home, school, and community (California ELA/ELD Framework, 2014).

Table 4 - 1: EL Typologies

Native U.S. Born ELs	English learners who are U.S. born citizens.
Newcomer ELs	Students who have been in the U.S. for 1 or 2 years.
Highly Schooled Newcomer ELs	ELs who have been in the U.S. for 1 to 2 years, but who have attained a high quality education in their primary language
Students with interrupted formal education (SIFE)	Students who had limited to no access to school in their home country or whose education was interrupted.
Transnational ELs	ELs who frequently travel between the U.S. and their home country
Long-term ELs (LTEL)	Students who remain classified as EL for 5 years or longer and who have not met the criteria for reclassification
At risk of becoming LTEL	Students who have been identified as EL for 4 years or more and who have not made progress on the English Language Proficiency Assessment for California
Reclassified English language learners (RFEPs)	Former ELs who have met their state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.
Ever ELs	Currently classified as ELs and RFEPs

Instructional Program Options: Structured English Immersion

ELD and ELD Literacy Support for Newcomers

The purpose of the English Language Development courses is to provide intensive language instruction to newcomers who have been enrolled in U.S. schools for three years or less and who are at the emerging and expanding levels in order to prepare students for success in their courses. The ELD Literacy Support class is a one period protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction. This designated ELD Literacy course supports ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. There is a strong emphasis on oral language development, reading, and writing as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language.

Newcomers at the Emerging and Expanding levels of English language proficiency are placed in ELD I, II, or III (high school) where they receive their ELA credits. The specialized instruction focuses on accelerating students' English language and literacy development while also providing them with full access to core content (CA ELA/ELD Framework, 2014). Students enrolled in ELD courses at the high school level may fulfill one year of the A-G "b" English requirement.

Placement in ELD courses is based on multiple measures, including current ELD level, proficiency level, initial or summative ELPAC score and the number of years they have attended U.S. schools. Students are expected to progress through the courses in sequence by meeting the learning objectives of each course and demonstrating mastery through a final assessment for each ELD course. Students will not be required to repeat any ELD course if they score proficient on the final assessment for that course, even if the students have not received a passing grade.

In April of each school year, ELD teachers are provided with a teacher release day to review Movement Through Program (MTP) data for students exiting one ELD level and entering the next level. The data include: ELD Semester 1 Mark, ELD Quarter 3 Mark, GPA, Prior ELD level, last ELPAC, a baseline and end of year writing sample, a curriculum embedded reading assessment, and a performance task assessment. After analyzing the data of the students enrolled in the ELD Program for Newcomers, teachers make recommendations for the ELD Program as part of the cycle of continuous improvement.

ELA Courses with embedded Designated ELD

English learners who are not enrolled in the ELD for newcomers program are enrolled in their grade level English course and receive designated ELD within their English Course. During the designated ELD time, teachers focus more intensively on the language of the texts and on the language learning needs of ELs at the different proficiency levels. Teachers implement strategic grouping during the class period to allow ELs to be actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. Through heterogeneous grouping, ELs engage in oral academic discourse with their English only counterparts who serve as models of the language. Through homogeneous grouping, ELs are placed by proficiency level in order for the teacher to meet their distinct language needs.

During the Fall and Spring, the District EL/Multilingual Task Force meets with each school site's EL/Multilingual Task Force to review the EL LCAP Recommendations and to discuss EL/ML progress. The purpose of the site visits is to continue to build site capacity to increase access, opportunity and equity for EL/ML scholars; to create greater understanding of the collective work we are doing for this student group; and to determine the progress of ELs receiving Designated ELD. Fall and spring outcomes vary each year for the site visits. Below is a sample of outcomes discussed and analyzed during the site visits.

- Describe how your site is creating programs, curricula and instruction that are responsive to EL/ML student characteristics and experiences.
- Review and discuss your spring continuous improvement plan for EL/ML
- Describe how you will proceed with the EL/ML Success Monitoring this year.
- Analyze the data (1 semester grades, graduation rates, A-G completion, Reclassification, Seal of Biliteracy, etc.) and discuss celebrations and opportunities.
- Reflect on the Spring SPSA and describe how you are moving forward with equitable grading.
- Share how you will move forward with real time credit recovery for EL/ML scholars.

The biannual site visits ensure accountability and are part of the cycle of continuous improvement.

Supplemental Support Courses for English Learners:

ELM

The purpose of the English Language Mainstream (ELM) course [which is a structured English Immersion course with Integrated ELD, despite the name which we will need to change] is to provide intensive language instruction to support junior high students for success in mainstream courses. This course supports ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. There is a strong emphasis on oral language development, reading, and writing

as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language. Students enrolled in ELM are concurrently enrolled in English 7 or English 8.

The priority target group for this course is 7th grade students who have been identified as Long-Term English Learners. ELM may also serve as a support course for students exiting ELD II and who still need additional language support.

Language and Literacy for ELs

The Language and Literacy for English Learners course is designed specifically with the needs of high school Long-Term English language learners in mind, building the academic language, literacy, and study skills that are foundational to college and career readiness. Students will develop fluency through authentic and engaging uses of language – both oral and written – and through strategically crafted opportunities to practice newly learned structures with different contexts. The course includes the following components:

- Preparation for college and career through instruction and practice of critical college and career readiness skills, with an emphasis in reading, writing, speaking, and listening.
- Mastery of grade-level skills in literacy.
- Engagement of students in learning tasks that will promote academic language development in listening, speaking, reading, and writing.
- Ongoing formative assessments and progress monitoring to measure students' level of language development.
- Strategically designed instruction in reading and writing processes that build the students' proficiency and confidence to develop their abilities to read fluently and write about complex texts.
- Intentional use of structured oral academic conversations between students that develops their ability to elaborate, to use language accurately, and to develop sophistication of discourse.
- Culminating written and oral projects that engage students in research.
- Metacognitive activities are embedded throughout the units to ensure students reflect upon the strategies for success they are developing and understand how to apply those strategies in other content areas.

The priority target group for this course is 9th grade students who have been identified as L-TELLs and who have not been enrolled in a previous language support course. Students may earn the "g" college prep elective credit upon successful completion of this course.

AVID Excel

AVID Excel is a junior high elective course for students who have been identified as Long-Term English learners or who are at risk of becoming a L-TELL. The elective provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. AVID Excel is designed to prepare 7th and 8th grade students to enter 9th grade with the language skills that will enable them to succeed in rigorous coursework.

The AVID Excel elective classroom is a dynamic and interactive environment in which intermediate-level ELLs have multiple opportunities each day to practice their oral and written language in a supportive space. The AVID Excel elective classroom is characterized by high levels of teacher-directed student interaction, participation, and activity. Both the physical environment and the philosophical environment are intentionally structured to maximize learning. Teachers utilize the classroom as a space for building relationships - relationships to content, to ideas, to language, and to people (AVID Excel Curriculum Introduction, 2014).

AVID Excel is an accelerated pathway into high school AVID and on to college and career preparation—replete with cohort support, family engagement, an assets-oriented focus on biliteracy, and careful construction of a rigorous and scaffolded curriculum. The curriculum reflects a deep understanding of the full and complex range of L-TELL needs. It is a comprehensive approach that is age appropriate and gives its students the tools and support to take control of their schooling and plan their pathway to college and careers.

Dual Language Options

Upon enrollment, the Language Assessment Center notifies parents of newly arrived English learners of the option to enroll their student in one of AUHSD's dual language immersion academies. These dual language academies may also lead to CTE pathway completion in which students can be college and career ready as well as earn the California State Seal of Biliteracy.

Some English learners enrolled in a dual language immersion academy may be placed in the dual language pathway course rather than ELD Literacy Support (see section on dual language). For these students, Designated ELD is provided in their ELA course.

Integrated ELD

AUHSD takes a comprehensive approach to ELD by providing English learners with both integrated and designated ELD. The district works to ensure that English learners have full access to grade-level content in all disciplines, as well as specialized instruction in academic English to prepare for college, career and life success (CA ELA/ELD Framework, 2014).

Since the adoption of the CA ELD standards and CA ELA/ELD Framework, the AUHSD has provided ongoing support and professional learning to ensure all educators working with English learners understand the key knowledge, skills and abilities in critical areas of ELD that students learning English need to develop to be successful in school. The 5Cs Coach works with their staff in building their capacity to provide integrated ELD throughout the school day.

The Tables below include a list of some of the current instructional strategies used by teachers to support English learners. For a more comprehensive list of strategies, click on the links below.

Content Area Resource to Support Integrated ELD

ELD Standards with Recommended Activities and Strategies

Table 1

Building Background	Realia, Photos, and Illustrations KWL Chart Pretest with a Partner Student Journals Personal Dictionaries
Comprehensible Input	Vocabulary Cards and Flip Books Framed Outlines Thinking Maps and other Graphic Organizers Visuals Multimedia and other technologies
Collaborative Structures and Cooperative Learning Strategies	Carousel Brainstorming Four Corners Jigsaw Inside/Outside Circle Numbered Heads Together Think-Write-Pair-Share Gallery Walk
Project GLAD	Pictorial Input Chart Prediction/Reaction Guide Inquiry Chart Picture File Cards Word Banks/Word Walls

Table 2

ELD Standards for 7-12: A Resource for Integrated ELD

Proficiency Levels:

- Students at the Emerging level may need substantial support
- Students at the Expanding level may need moderate support
- Students at the Bridging level may need minimal support

Part I: Interacting in Meaningful Ways	Suggested Activity/Strategies
A. COLLABORATIVE	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1. Restorative Circles 2. Socratic Seminars 3. Critical Friends Protocol 4. Think, pair-share 5. Elbow partners 6. Collaborative Google Slide 7. Exchanging ideas in small groups 8. Where do you Stand Activities 9. PVLEGS/SLANT 10. PTA Collaborative Groups 11. Vertical Non-Permanent Surfaces 12. K-W-L Charts 13. 4-1 14. Cooperative Learning 15. Role play 16. Question text
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	1. Discussion Boards 2. Flipgrid, video, or audio discussions 3. Google docs and all things Google 4. Padlet 5. Write a letter to a friend 6. Write a children's story or comic strip 7. Written conversations 8. Research paper 9. Explaining reasoning behind answers using flash cards. 10. Error analysis. 11. Mind Mapping 12. Jamboard 13. Identify and respond to counter arguments
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1. Debate (Quick Fire, Think Tank, Devil's Advocate, etc) 2. Take a stand by moving to a certain part of the room to show where you stand on a topic and from there share/argue your perspective with facts, information, or personal experiences. 3. Speed lines where students take two minutes and defend their opinion/argument with different students. 4. Instant speeches 5. Structured Academic Controversy (SAC) Debates 6. Data Analysis Discussion 7. Vertical Non-Permanent Surfaces 8. Interpreting charts and graphs

Enrichment Opportunities

Summer Language Academy

In partnership with Cal State Fullerton (CSUF), each summer the District hosts a Summer Language Academy (SLA) at a centrally-located designated school site. SLA, developed by two CSUF professors in the College of Secondary Education, is an innovative, arts-based biliteracy enrichment program designed for newcomer students who are emerging and navigating through the language development continuum. In SLA students and teachers work collaboratively to affirm students' linguistic and cultural identities. Additionally, students explore multiple perspectives and diverse experiences while nourishing their fluency in oral and written academic English. This four-week program engages students in a deep exploration around weekly themes that are relevant to who they are, their lives, and their community. ELD teachers recommend students and coordinate with the district for placement into the program.

SLA is open to any teacher who wishes to apply and interview. Teachers selected are required to attend a series of professional learning experiences in order to be able to provide the culturally and linguistically responsive instruction necessary for successful implementation of the curriculum.

Saturday Language Academy

Building on the tenets of the SLA, the Saturday Language Academy (SALA) is a highly engaging educational experience and opportunity for newcomer students to extend their learning during the school year. Each school site selects one SALA teacher and Bilingual Instructional Assistant to host monthly SALA classes. The teams attend professional learning each semester to learn and deepen their understanding of how to best support newcomers.

Classroom Composition

AUHSD believes English learners should have full access to the curriculum. Counselors are urged to cluster placement of ELs in heterogeneous and rigorous grade-level content classes mixed with English proficient students (Olsen, *Meeting the Unique Needs of Long-Term ELLs*, p. 20). It is the expectation that courses are taught with differentiated instructional strategies and with the appropriate level of support. Other considerations for scheduling English learners include the following:

- Newcomer students who have attended school for most of the school year should not repeat the same ELD Level.

- Cluster (5-6 students) ELs by language proficiency level with strategically selected core teachers (English, Math, Science, History/Social Science).
- For ELD and ELD support courses, maintain class size below 28 students if possible. Class size not to exceed 30 students. ELD I and II may be combined if necessary due to low enrollment numbers.
- Schedule courses with ELD I and II students strategically throughout the day to increase opportunities for Bilingual Instructional Assistants to support students in math, science, and history/social science. Cluster ELD I and II students by language (all Spanish speakers in a cluster of 5-6, all Arabic in a cluster, etc.).
- Concurrent enrollment in World Language courses should be encouraged for students to develop and build upon their home language (L1). A strong L1 significantly supports second language acquisition.
- For EL SWD, if the IEP team is considering placement in an ELD class, consult with the EL Program Chairperson for input.

References

Olsen, Laurie. Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners.

California ELA/ELD Framework
https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/ac/ac1376ba/ac1376ba78a91e80241cb0e458caaa57310d0763/elaeldfmwkfeb17.pdf

California ELD Standards
https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Orangeview JH Ambassadors led the 60+ Educators on the 2023 CABE Conference Newcomer & LTEL visit.

Chapter 5

Inclusive Understanding of Languaging (IUL)
ALL LANGUAGE LEARNERS

AUHSD educators embrace the cultural and linguistic richness ALL Language Learners and their families bring to the classrooms. The demographics of the student population offer a unique opportunity to develop, implement, and assess heteroglossic methodologies when working with and learning from DIVERSE Language Learners.

Aligned with and drawing from Universal Design for Learning, AUHSD educators welcome, embrace, and enrich their lesson design, implementation and assessment with all the language varieties within this social and arbitrary construct called: English (Bordieu, 1999; Flore & Garcia, 2017). Teaching English and in English is framed under this idea, we call, **Inclusive Understanding of Languaging (IUL)**.

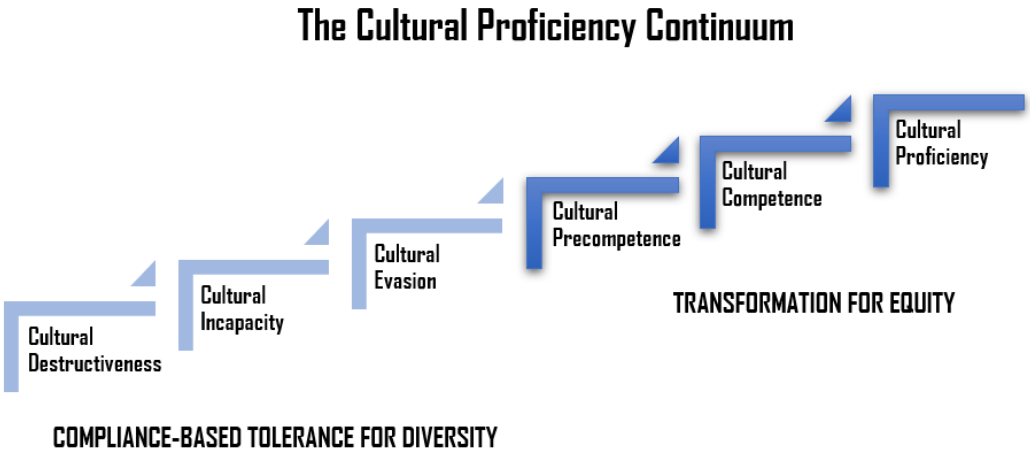
IUL calls for a broader understanding of concepts such as language proficiency, academic language, competency, full control among others. Using inclusive lenses when examining and comprehending languaging begins by acknowledging and including each student's linguistic repertoire as a multilayered and complex system constituted by the intersectionality of elements such as race, language, and identity.

Language is defined and has a clear impact and straight correlation on the labels imposed on language learners. AUHSD educators can:

1. Understand the epistemologies of students' linguistic repertoires and how these could be utilized when building inclusive learning spaces
2. Evaluate their cultural and linguistic competency
3. Contextualize their practices within state and district policies that support ALL language learners
4. Identify best practices (Summer Language Academy and Saturday Language Academy) when working with and learning from language learners

Cultural Proficiency Continuum

As a part of our work to provide great linguistic equity, access and opportunity we provide professional learning opportunities which build the cultural proficiency of our staff. This work is based on the Cultural Proficiency framework by Drs. Delores and Randall Lindsey.



2023 AUHSD Plurilingual Master Plan: A Living Document

Chapter 6

Professional Learning and Leadership Development

Chapter Overview

This chapter describes AUHSD's approach to ensuring educators are prepared to meet the diverse needs of English learners/multilingual learners across the district. Teachers are provided with professional learning opportunities to enhance their instructional practice while site leaders are provided with opportunities for professional learning that builds their capacity to lead and develop sustainable systems of support for English learners.

Professional Learning Philosophy

The District believes in the ELA/ELD Framework vision of a school as a learning community in which all adults are engaged in the ongoing cycle of learning, reflecting on, and improving their own practice (*ELA/ELD Framework* p. 970). Because there is a correlation between professional learning and student achievement, AUHSD is committed to supporting teachers in providing intellectually rich and developmentally appropriate learning experiences for all students. Additionally, the District believes that professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and who create sustainable systems of support.

Teacher Professional Learning

Each site has a designated teacher on special assignment called a 5Cs Coach whose role is to support staff in meeting the unique needs of their students, especially their English learners. The 5Cs Coaches primary focus in professional learning is to support teachers with designing lessons that intentionally integrate opportunities for students to develop the 5Cs skills: communication, collaboration, critical thinking, creativity, and character/compassion. Because secondary educators often are not prepared to teach reading and writing skills, AUHSD is committed to building the capacity of the 5Cs Coaches to be able to support teachers with language and literacy instruction. The Curriculum Specialists team, meets once a month with the 5Cs coaches to build their capacity to be able to do the following:

- Model and demonstrate effective lesson design, teaching, and formative assessments that supports all learners, and especially Plurilingual Scholars (PLs) and Scholars with Disabilities (SWDs)
- Support and build capacity with teachers in effective instructional practices through coaching and collaboration.
- Learn about effective classroom practices and current research on teaching, learning and instructional coaching
- Develop a sustaining and thoughtful peer coaching relationship with teachers characterized by openness, sharing, and reflection

District leaders facilitated the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F) to all administrators and 5Cs Coaches in order to support sites with implementation of integrated and designated ELD. The modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine our EL programs. Module 0: Laying the Foundation (Introduction –ELD Foundations) and Module 1: Framing the Context for Instruction (Integrated and Designated ELD) were the focus for district wide professional learning implemented for all teachers by the 5Cs Coaches and site PD teams.

The district is also committed to professional learning on culturally sustaining pedagogy (CSP) to build teachers' capacity to sustain the languages, literacies, and cultural practices of students.

Reflective Learning Walks

Each site conducts monthly Reflective Learning Walks (RLW) facilitated by the 5Cs Coaches. This professional learning opportunity takes teachers into various classrooms over a 2-3 hour period in the morning to observe student engagement and reflect on their own instructional practice. Teacher participants have the opportunity to observe how colleagues interact with and support their students, especially their English learners. In May 2016, the District consulted with Hanover Research to determine the effectiveness of the RLW experience. After surveying teacher participants across the district, below are the key findings:

- A large majority of responding teachers believe that Reflective Learning Walks (RLW) have a positive impact on their classroom instruction. For instance, 89 percent of responding teachers who have participated in RLWs agree or strongly agree that the activity encourages them to reflect on their instruction, and 76 percent indicate that the activity positively influences their instruction. Moreover, at least 74 percent of teacher respondents believe that participation in RLWs has enabled them to identify the strengths and weaknesses in their teaching.
- A majority of responding teachers also laud the impact of RLWs in enhancing teacher collaboration. Specifically, 68 percent of teacher participants agree that the RLWs increase teacher collaboration, and a similar percentage of respondents find that RLWs have a positive or very positive impact on communication between teachers (73%) and teamwork (68%). Further, 78 percent report that RLWs have contributed to their understanding of other subject areas. A representative comment from a teacher from Savanna High School refers to the RLW as "a great way to collaborate with teachers from different disciplines that would not normally happen."

After the morning RLW classroom visits, teachers are coached through a lesson design workshop to build their capacity in meeting the needs of their students, especially their English learners. Below is an example of a lesson design template used by schools:

Lesson Design Reflection Sheet
(CPSF-Career Preparedness Systems Framework)

Learning Targets/ Objectives ("hard skills")	Language Objectives (Reading/Writing/ Listening/ Speaking)		5 Cs ("soft skills") Collaboration Creativity Critical Thinking Communication Character/ Compassion	Assessment	Student Voice Civics/ Self Advocacy/ Real world application/ Action/ Agency
What will your students be learning today?	What opportunities for engaging in academic language will your students have today?	What do you have in place to ensure that all students can access the language necessary for the task? (i.e. sentence starters or language scripts for writing and speaking, vocabulary, tapping prior knowledge, marking the text, etc.)	Which of the 5Cs are embedded in your lesson?	How did you check for understanding? How will that information drive future instruction?	In what ways does this lesson inspire your students to find purpose beyond the classroom?
Reflect here:	Reflect here:	Reflect here:	Reflect here:	Reflect here:	Reflect here:
Next Steps/ Now what?:					

Multilingual Learner Shadowing

In addition to RLW, the 5Cs Coaches also facilitate the Multilingual Learner Shadowing (MLL) experience developed by Dr. Ivannia Soto. As Dr. Soto notes, "the power of MLL shadowing is in the opportunity to come together as a system to observe the needs of MLLs through the same lens and then have the opportunity to discuss what was viewed from the standpoint of one MLL." The 5Cs Coaches who have been trained in the process, provide an overview of MLL Shadowing as a Catalyst for Change and utilize the MLL Shadow Study Observation Form with staff.

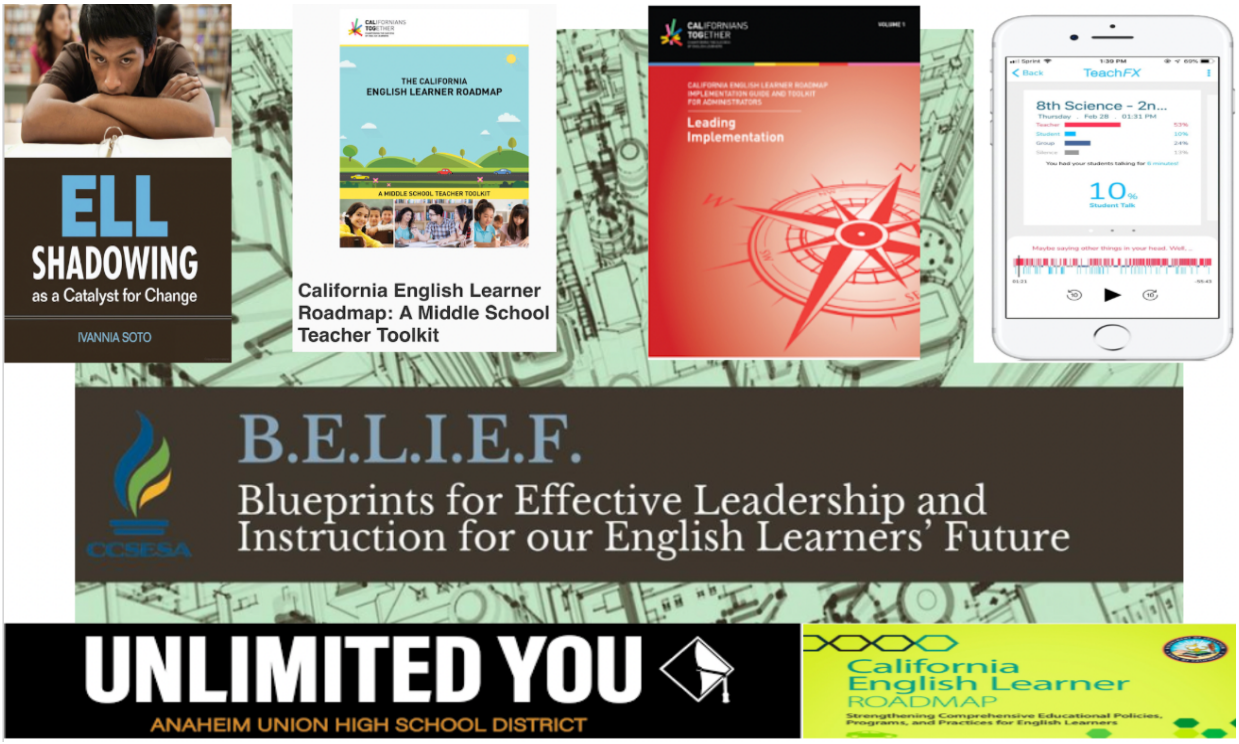
Teacher leaders, including the 5Cs Coaches, are trained in facilitating MLL Shadow as a way to provide teachers with the opportunity to experience what a ML scholar experiences in the classroom. This powerful, robust professional learning experience focuses on student oral academic discourse and academic listening, and on what educators can do to build opportunities for students to engage in academic speaking.

California EL Roadmap

Since the California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) in July 2017, the Anaheim Union High School district has integrated the four principles into its professional learning, practices, and systems. AUSHD firmly believes the success of the district's English learners is the shared responsibility of all educators. Administrators participated in a professional learning experience during the summer of 2019 as part of the Leadership Advance which introduced them to the four principles:

- Principle One: Assets-Oriented and Needs Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: Systems and Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

Additionally, the 5Cs Coaches reviewed the EL Roadmap during their monthly professional learning workshops and continue to build on their understanding of the recommended instructional practices outlined in the EL Roadmap Toolkits.



Chapter 7

Ensuring Effective Practices: Program Evaluation, Monitoring, and Accountability

All English Learners/Emergent Bilinguals will meet the recommended English Learner/Emergent Bilinguals growth targets as defined by the new California Accountability School Dashboard.

In fall 2020, when we were given the Learning Continuity and Attendance Plan funds, we asked the question, “What would we do for our multilingual scholars if money wasn’t a factor?” Leadership had served as AVID or AVID Excel teachers and decided the best thing we could do was to provide a teacher who would act like an AVID, AVID Excel teacher or case carrier would to our scholars to provide our students with weekly grade checks, check ins and then connect them with resources like tutoring, counseling and more. In that conversation the EL Success Monitoring program began. After almost a full year of implementation, teachers describe it as a “game changer” for our multilingual scholars.

With over 5,000 multilingual scholars we had to create a new system that would equitably fund these services based on the number of the multilingual scholars at each site. We then disaggregated our multilingual scholars with disabilities who already had case carriers. Next, we had each site team divide their number of multilingual scholars evenly amongst the Success Monitors. The teachers worked with their EL Administrators to do this making sure their own scholars were on their “caseload.” Then we provided a list of resources we knew existed at the district level and asked sites to generate site resource lists as well. As we have different partners at each site…Gear Up being such an example. Then we worked with IT for each Success Monitor to have a subscription of those students, so they would receive their grades on a weekly basis and more. We also asked the Success Monitors to document all monitoring efforts on a google spreadsheet.

EL Success Monitoring is a game changer for our multilingual scholars. An unexpected benefit of the EL Success Monitoring is we increased the number of EL advocates at each site. Where the EL advocates were generally considered the ELD teacher, administrators and counselors, now we have teachers in various content areas advocating for our multilingual scholars and now a part of the site EL task force. We couldn’t be happier.

Interventions for ELs include but are not limited to:

- Saturday Academy
- Saturday Language Academy
- Summer School
- Summer Language Academy
- Virtual Tutoring via Public Library
- Anaheim Achieves

- Gear Up
- Ocapica Tutoring
- Lunch or after school intervention
- Extended learning time
- Peer tutor
- Modified assignment
- Modified grading
- Primary language support
- Instructional aide support
- Parent conference
- EMT
- Counselor
- After school program
- Summer session
- Rosetta Stone License
- Credit recovery
- Social worker
- Community School Teacher Lead
- Newcomer Learning Plan (NLP)
- Double blocked ELD/ELA
- Dual Language Immersion Placement for Newcomers
- Project S.A.Y.

All students experiencing a lack of success are recommended to the EMT process.

Education Monitoring Team (EMT) Summary

Date of Meeting: Team Members:

Student: Grade: Birthdate: Gender:

Parent / Guardian:

Strengths	Information Known	Concerns	Modifications Known	Strategies	Actions (person responsible)

Follow-up Date: _____ Team Member: _____

Anaheim Union High School District

English Learner Progress Monitoring Tool

Savanna High School (2021-2022)

Plurilingual (PL) Services

Concern(s):
Check all that apply.
EL/PL Typology : Check all that apply.
Prescribed Interventions:
Check or write in all interventions that apply. Intervention Results

Student Name/ID

Student Name: [redacted] Student ID: **1053529** Grade: **9** Overall GPA: **1.5000** Language Fluency: **(L) English Learner**	☐ GPA ☐ trauma ☐ A-G X attendance: absent 1-13 to 1-21-22 ☐ D/F rate ☐ at risk ☐ motivation ☐ test scores X missing work: English, ☐ incomplete assignments ☐ homework	☐ Newcomer ☐ SIFE (Interrupted schooling) ☐ At Risk of LTEL (4-5 years) LTEL (6+ years) ☐ EL-not at risk; no Intervention needed Dually identified	☐ Saturday Academy ☐ Lunch or after school ☐ intervention ☐ extended learning time ☐ peer tutor ☐ modified assignment ☐ modified grading ☐ primary language support ☐ instructional aide support ☐ parent conference	☐ EMT X counselor 8-23-2021 (Colon) regarding dropping athletics, Spoke with student regarding failing grades in 4 classes.9-17-2021 (Colon) ☐ after school program **X** summer session : 3-4-22 info sent regarding summer school options, Sent reminder email to sign up for summer school 3-10-22 ☐ Rosetta Stone License ☐ credit recovery ☐ social worker **X** technology and tutoring,support offered 11-4-21 (Colon) **X** Home contact made regarding grades in 4 classes 9-16-2021	
Student Name: [redacted] Student ID: **1053610** Grade: **9** Overall GPA: **2.5000** Language Fluency: **(L) English Learner**	☐ GPA ☐ trauma ☐ A-G ☐ attendance ☐ D/F rate ☐ at risk ☐ motivation ☐ test scores X missing work : English, Living Earth, Art (1), X incomplete assignments: Spanish Math= 62% ☐ homework	☐ Newcomer ☐ SIFE (Interrupted schooling) At Risk of LTEL (4-5 years) ☐ LTEL (6+ years) ☐ EL-not at risk; no Intervention needed ☐ Dually identified	☐ Saturday Academy ☐ Lunch or after school ☐ intervention ☐ extended learning time ☐ peer tutor ☐ modified assignment ☐ modified grading ☐ primary language support ☐ instructional aide support ☐ parent conference	☐ EMT ☐ counselor: Met with student and another student for restorative meeting (Hatzis) on 9-1-21 ☐ after school program ☐ summer session: 3-4-22 Student and parent/guardian were sent aeries communication email regarding summer school options for the 2022 school year. Family was asked to review the offerings	

Plan for PL/EL Success Monitoring using LLMF

- **Designated number of teachers will progress monitor 30-35 English Learner/Emergent Bilingual students (see chart)**
- **Two hours a week from September to May**
- **They will make the hourly rate**

School	Count of Last Name	Site	# of PMT
20	601	Anaheim	20 Ts
21	345	Western	11 Ts
22	514	Magnloia	17 Ts
23	347	Savanna	11 Ts
24	438	Loara	15 Ts
25	526	Katella	18 Ts
27	116	Kennedy	4 Ts
28	124	Cypress	4 Ts
31	301	Brookhurst	10 Ts
32	237	Orangevie\	8 Ts
34	100	Walker	3 Ts
35	342	Dale	11 Ts
37	493	Sycamore	16 Ts
38	296	Ball	10 Ts
40	496	South	16 Ts
42	1		
44	112	Lexington	4 Ts
47	92		
61	7		
63	16	CVA	1 T

- **Check ins with EL students: email those who are doing well; phone call or Google Meet for those who are struggling with attendance or grades**
- **Teacher-connects students with resources, BIAs, tutors, site or District etc.**
- **Teacher keeps notes on spreadsheet of progress monitoring of EL students & resources connected to**
- **Based on the number of teachers you are allocated, reach out to staff for interest...first come first serve…**
- **Site will divide English Learners equally among teachers**
- **Students who are dually identified as EL & SWD do not need to be included**
- **You are also allowed to disaggregate your ELs by typology and integrate EL monitoring systems you already use**
- **100% of ELs need to be monitored**

Required Action:

- **Recruit your teachers**
- **Work with those teachers to equally divide the number of EL students**
- **Once ELs are divided, a subscription of these students' grades and missing assignments, is requested to Jason Jones to be emailed weekly to that teacher**
- **Create a spreadsheet/Google Sheet with tabs for each teacher for them to fill in their: 1) student names, 2) dates and 3) check in results (resources connected to, actions taken, etc.)**

- **Create a list of site resources available for ELs**
- **Send Renae the list of your teachers/staff who should attend the PL around the EL Monitoring**
- **Selected teachers attend PL on progress monitoring process and Google Spreadsheet**

Possible Email Verbiage:

Dear Teachers,

Thank you for all your hard work on behalf of our students, families and community during this exciting time.

As you know, during distance learning some students can struggle more than others. For this reason, we have a very exciting opportunity to pay teachers to do two hours of Success Monitoring a week from September to May. A teacher would be assigned about 30 plurilingual scholars/English Learners to monitor. The monitoring is a simple check in. If the plurilingual scholars/English Learners are on target with attendance and academics, then a simple email encouraging them to keep up the good work would suffice. If the student is having trouble with attendance or academics (missing assignments, etc.), then the teacher would connect with the scholar and connect them to resources available at the site or District level (a list will be provided to you). Once you have connected with any student, notes would be made in a Google Sheet or spreadsheet.

A simple phone call or email can make all the difference for many plurilingual scholars English Learners who could benefit from having one more positive relationship with a caring educator. This could be a real game changer for these students.

If you are interested in this opportunity, you will then receive an invitation for a short professional learning opportunity from the Plurilingual Services Department.

English Learner and Multilingual Services
2021-2022

Responsibilities/ Roles	EL Administrator	EL Coordinator	All Counselors	EL Program Chairperson	Designated ELD Teacher
EL Administrator/ EL Coordinator Meetings and Joint meetings with EL Program Chairperson (meet as an EL site team minimum once per monthly. Attend district quarterly meetings).	Organizes EL site team to meet at site to collaborate on supports for ELs/RFEPs. For example: Provide opportunities for targeted language support during Saturday Academy, after-school seminars, and summer enrichment programs (with a special emphasis on 7th and 8th grade students). Attends and participates in district meetings with EL Services and vertical teams and brings back information to the school site (principal, leadership teams and staff).	Attends and participates in site EL meetings and district meetings with EL Services and vertical teams and shares information with other counselors and site leadership teams.	May attend EL Site Team monthly meetings.	Attends and participates in site EL meetings and district meetings with EL Services and vertical teams and shares informatio n with other teachers and site leadership teams.	May attend EL Site Team monthly meetings.
English Language Proficiency Assessment for California (ELPAC) February- April	Coordinates and facilitates administration of ELPAC Summative includes training/scheduling/ receipt/delivery of materials. (May be assigned to another administrator who oversees testing).	Assists in identifying students for testing. Assists the EL Administrator/ELPA C coordinator and support staff with facilitation and logistics.	Assists in identifying students.	Intentionally designs lessons that include EL best practices such as: -Opportunities for collaboration -Daily writing activities -Structured opportunitie s to speak in class. Attends	Intentionally designs lessons that include EL best practice s such as: -Opportunitie s for collaboration -Daily writing activities -Structured opportuniti es to speak in

				ELPAC training, administers to ELD students.	class. Attends ELPAC training, administers to ELD students.
ELAC 6-8 site meetings per year (varies at sites evenings/daytime)	Coordinates/schedules meetings and nominations. Assists with training parents in ELAC roles. Works with parents in planning agenda. Disseminates information to parents. Attend a meeting. Uploads agendas, minutes, and sign-in sheets into District Drive. Plans/assists with EL awards celebrations.	Assists administrator with planning. Attends meetings. Assists and attends site EL awards celebrations.		Invited to attend. Disseminates information to students and parents. Plans/assists with EL awards celebrations.	Invited to attend. Disseminates information to students and parents. Attends EL awards celebrations (optional)

DELAC 6-8 district meetings per year (evenings/ daytime)	Assists with attendance of parents and staff. Site representation at meetings shared by site administration and/or EL Coordinator. Attends yearly DELAC/ELAC training with DELAC and ELAC Boards.	Coordinates attendance with parents and staff. Site representation at meetings shared by site administration and/or EL Coordinator. Attends yearly DELAC/ELAC training with DELAC and ELAC Boards.		Invited to attend.	
Reclassification October-December	Coordinates/facilitates organization of site Reclassification Committee. Organizes parent meetings with EL Coordinator. Supports in collection of	Participate in Reclassification Committee. Works with LAC in identification of student candidates. Processes forms and letters.	Invited to participate on committee to discuss assigned students.	Participates on committee. Collects and provides input to the	Invited to participate and provide input. Integrated ELD teachers (content area) are invited to participate.

	necessary documentation and administration of assessments.			committee.	
Saturday Language Academy (SALA) and Summer Language Academy (SLA)	Is the point of contact with the district to recruit a SALA teacher.	Supports the recruitment of SALA and SLA students.	Supports the recruitment of SALA and SLA students.	Works with EL Curriculum Specialist to advertise and identify students for SALA and SLA. Supports the site ELD teachers with the recruitment of SALA and SLA students.	Supports the recruitment of SALA and SLA students. Provides names of students to EL Program Chairperson.
EL Monitoring LCAP Goal/Action 1.12 Create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students.	Facilitates site team reviews and evaluation transcripts/six-year plans, placement, and course enrollment of each EL annually after first semester grades are posted. In addition, site team would consider access and enrollment in Spanish for Spanish Speakers to build biliteracy in Spanish-speaking ELs and RFEPs. (1.9) Grade analysis of EL students occurs after every grading period.	Assists site team with review and evaluation of transcripts/six-year plans, placement, and course enrollment of each EL annually after first semester grades are posted to ensure full access to college ready curriculum. Ensure multiple options are explored for EL students to enroll in a breadth of courses, including zero period.		Assists site team with review and evaluation of transcripts/ six-year plans, placement, and course enrollment of each EL annually after first semester grades are posted. Grade analysis of EL students occurs after every grading	

		Grade analysis of EL students occurs after every grading period. Priority should be given to EL students needing credit recovery.		period.	
EL Transition Activities February	Coordinates and schedules junior to senior high school transition meetings with EL site teams to ensure appropriate course placement.	Organizes and schedules EL parent/student conferences to review six-year plan.	Conferences with EL parent/student to review six-year plan.	Invited to participate.	Invited to participate.

Movement Through Program (MTP) and Placement of Students February-April	Ensures ELD course offerings and EL student movement and placement recommendations are included in master schedule. (Coordinates with site leadership and Master Schedule administrators).	Collects course recommendations from EL Program chairs, facilitates changes as appropriate. Processes forms, notifies parents. Forwards information to feeder high school. Forwards MTP form to LAC.	Makes course changes as appropriate.	Collects student evidence, collaborates with designated ELD teachers, and English departments as appropriate, attends district meeting, sends MTP forms to counselors and LAC. Keeps copy for records.	Collects student evidence, collaborates with designated ELD teachers, and English departments as appropriate, attends district meeting, sends MTP forms to EL Program chairperson. Keeps copy for records.

Bilingual Instructional Assistants	Evaluates and oversees scheduling of bilingual instructional assistants with emerging level EL students across all content areas.	Consults with teachers and administrators on students' schedule/instructional settings to ensure appropriate language supports are available.	Consults with teachers and administrators on students' schedule /instructional settings to ensure appropriate language supports are available.	Advises EL Administrator on language supports needed for emerging level EL students.	Advises EL Program Chairperson on language supports needed for emerging level EL students.
***Other procedures:** **Parental Request for Mainstream** (case by case)	Consults with parent, student, EL Coordinator, EL Program Chairperson and teachers prior to granting request.	Consults with parent, student, EL Program Chairperson and teachers prior to granting request. Processes paperwork. Follows up with LAC.	Consults with parent, student, EL Program Chairperson, and teachers and forwards paperwork to EL Coordinator.	Consults with parent, student, ELD teacher and counselor prior to granting request.	Consults with parent, student, EL Program Chairperson and counselor prior to granting request.
***Request for Alternative Program (Dual Language)** (case by case)	Advises parents and collects requests.				

Implementation, Monitoring and Revision of Title III Plan

AUHSD operates categorical programs, including Title III, and therefore implements and monitors the approved LEA plan. To help ELs meet California State Standards (CSS), the district implements use of high-quality student academic assessments. Results of these assessments are used to determine the success of children in meeting the CSS, and to provide information to teachers, parents and students on the progress being made toward meeting the CSS. Assessments will be used to assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that ELs meet the CSS.

The minimum required components of the plan include:
- Description of programs and activities to be implemented
- Description of data analysis and how it determines needs

● Description of how funds will be used to meet all annual objectives determined by the state 10
● Description of how schools sites will be held accountable for:
    o Meeting achievement objectives as determined by the state
    o Making progress for ELs as determined by the state o Annually measuring the English proficiency for ELs
● Description of how school sites will promote parental and community participation in programs
● Description of how ELs' programs will be implemented to ensure ELs are served
● Assurance that the EL program is based on scientifically based research enabling ELs to meet the CSS.

EL Program Inclusion in SPSA Development (school-wide)

For all District programs funded through the Consolidated Application, including programs for ELs and Title III in operation at the school, the SSC annually develops, reviews, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:
● Analysis of academic performance and language development data to determine EL student program needs.
● School goals to meet the identified academic and language proficiency needs of ELs.
● Activities to reach school goals to improve the academic performance of EL students.
● The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving ELs and those at risk of not meeting the CSS.
● Expenditures of funds allocated to the school through the Consolidated Application.
In addition, both the LCAP and the SPSA are reviewed annually and include the following:
● The local governing board reviews and approves the SPSA annually whenever there are material changes to the plan (e.g., the school is designated as in need of Technical Assistance)
● Assuring the SPSA is consistent with the LCAP.

Title III Inventory

The District maintains an inventory record for each piece of equipment with an acquisition cost of $500 or more per unit that is purchased with state and/or federal funds, including Title III. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, location, current condition, transfer, replacement, or disposition of obsolete or unusable equipment.

FUNDING

Supplement, Not Supplant with Title III
Funds are allocated following the mandates prescribed by the Education Code, state regulations

and district policies. These funds are used to supplement the base educational program (i.e., provide additional resources and services) and not to supplant (i.e., replace) general fund expenditures. The core program is supported by the general fund and categorical programs that do not have “supplement not supplant” restrictions and expenditures are audited annually.

General Fund Resources

The district uses the General Fund and categorical funds that do not contain “supplement not supplant” provisions to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers’ salaries and other district services (for example, library, health, and academic advising) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to help ensure that ELs have access to the core curriculum.

Categorical Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for ELs. When the program contains “supplement not supplant” provisions, these categorical funds should not be used to supplant general funds or other state or local resources. Title III funds are used for supplementary programs and services for ELs. Activities include the provision of instruction and instructional support services related to English Language Development and academic progress in the core curriculum to ensure that EL students meet grade level standards. Programs also provide additional staff development opportunities to school staff assigned to EL populations. Title III funds are also used for instructional support, curriculum revision and enhancement, additional opportunities for parental involvement, and related supplemental EL student program activities. This program is intended to support the efforts of each school to improve instruction, auxiliary services, school environment, and school organization to meet the academic and linguistic needs of EL students at that school. Equity in Funding for School Sites In order to ensure that funding for services to ELs is distributed in an equitable manner to the schools, the district will distribute funds according to a formula based on the number of ELs at each school and individual site need.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

AUHSD evaluates the effectiveness of all the programs for ELs/PLs annually through the collection and analysis of qualitative and quantitative data related to EL/PL achievement with the support of site administrators, support instructional leadership, and teaching staff. Assessment results from state and local measures are examined and compared to progress in previous years and also compared to students from each of the different programs that have the same level of English proficiency. Data collection also includes Title III site visits, principal meetings, monthly EL/PL District task force and site task force (including twice a year visits of the District EL/PL task force with each site EL/PL task force for monitoring, evaluation and

support) and ELD observations (shadow walks, learning walks, etc.).

Evaluation of English Learner/Plurilingual Program Effectiveness

The annual program evaluation for ELs/PLs measures progress toward the following goals:
1. ELs/PLs will increase the level of proficiency determined by the state as measured by the English language proficiency assessment test
2. ELs/PLs will reach and attain proficiency in English within five years of attendance in California schools.
3. ELs/PLs who attain high levels of proficiency in English as determined by the state will not drop below that score.
4. ELs/PLs who have been in California schools for five or more years must attain “Met” or “Exceeded” on the SBAC and be proficient on local standards based assessments in English language arts and mathematics.
5. Annually determine the number of students in the district who are LTEL or at risk of becoming LTEL.

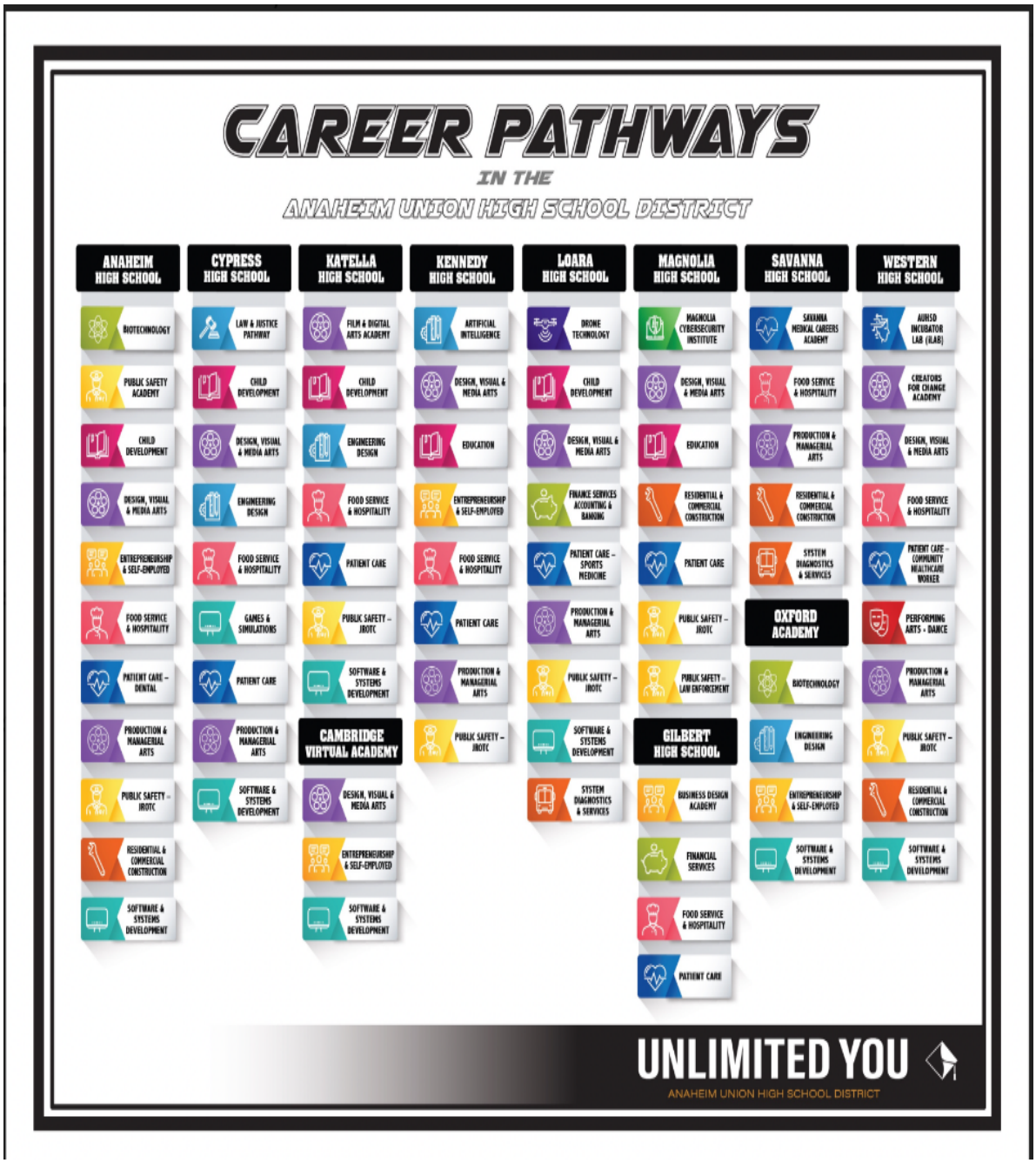
Each year the district will measure the progress of each EL/PL toward goals 1-5. Data will be disaggregated and used to measure these goals in the following ways:
● By ELPAC proficiency level
● By years in U.S. schools
● By program participation (including all components of the Career Preparedness Systems Framework including but not limited to participation in dual enrollment, A-G, dual language immersion, world languages, capstone completion on a yearly basis, meeting elements of the CDE College and Career Indicator and more).

Looking at the data in this way will allow us to pinpoint areas of strength and concerns in our programs. It will also help us identify specific students who may require extra support or interventions to meet their goals.

Chapter 8

Sample Pathways and Programs

Plurilingual scholars have full access to A-G coursework, electives, dual enrollment, dual language immersion and career pathways.



Language Explorers an Enrichment Program

Summer Language Academy and Saturday Language Academy for
Emergent Plurilingual Scholars

The Anaheim Union High School District (AUHSD) Summer Language Academy (SLA) and Saturday Language Academy (SALA) were created to increase language acquisition for English Learners, biliteracy, and college preparedness. The four-week academy is a culturally and linguistically responsive teaching and learning program established to meet the needs of the growing numbers of newcomers (English Learners who have been in the United States for twelve months or less) to this country speaking different languages. The academy is significant because it helps students (near 500 from 2016-2019) explore who they are and how to become part of their new communities without giving up their identity, culture and language. In its fourth summer, we have four years of data on how this award winning program has positively affected students and led to replication in other districts. Our program meets the needs of our students, families and community, as well as meeting the vision of the Board and goals of our LCAP.

For students who have recently arrived to the United States, without proficiency in English, it is imperative we facilitate their English language acquisition as quickly as possible. There is even more urgency at the secondary level. The goals and objectives of the Summer Language Academy are to increase English language acquisition while helping students explore who they are and how to become part of their new communities without having to give up their identity, culture and language. Many newcomer English Learner students come to school with great anxiety, the Summer Language Academy gives these students an affirming space where they get enrichment in a low stress environment, while they build relationships and develop their written and speaking skills in English and the language they came with.

The implementation of the Summer Language Academy allows students to acquire English and become better prepared for college, career and life. Anaheim Union High School District partnered with California State University, Fullerton (CSUF) in SLA design, teacher professional learning and research. Key research findings, conducted by C-REAL at CSUF,

revealed the students who participated in the Summer Language Academy program felt more confident, competent and interested in school. SLA teachers noted, in analyzing pre- and post-test data, growth in both written English and in the depth of students' analysis. During the 2018 program year 65% of the SLA participants demonstrated growth as writers (from pre- and post test analysis); 41% of the students increased by one rubric level and 24% increased by two or more levels. Another outcome was over 80 students enrolled each year with near perfect attendance. A specific example of how the program affected a student's life is a story shared by a Vietnamese teen. She stated, "Before the Summer Language Academy I was afraid to speak English and try to make friends. Now I feel more confident and have friends." Another student asserted that after SLA, "I got brave right now… I think I am happy every day."

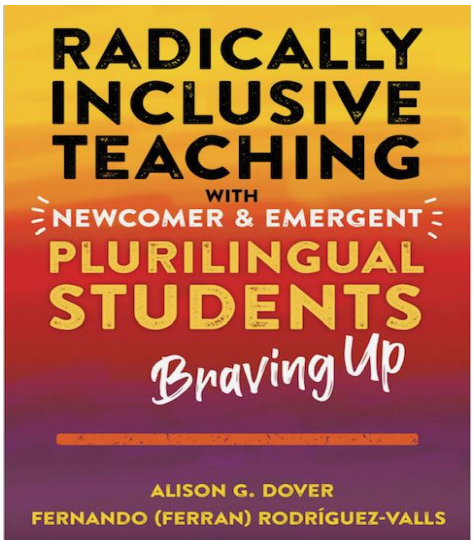
The innovative and exemplary Summer Language Academy is the first in California. The AUHSD SLA was honored with the 2018 Orange County Department of Education "Cultural and Linguistic Responsiveness" Award. SLA hosts a yearly open house and tour. Districts all over California visit the program. As a result, Newport Mesa USD adopted the program and is in their second year of implementation. Escondido UHSD recently adopted SLA as well. AUHSD and CSUF presented on SLA as a part of the Californians Together conference on meeting the needs of secondary newcomers. AUHSD and CSUF has also presented on SLA at numerous local, state and national conferences, such as the California Association for Bilingual Education (CABE) and American Educational Research Association (AERA). By design the program is innovative and entails students reading books that mirror the newcomer experience from multiple cultural perspectives and encourages the use of English but also their first language as a way to encourage biliteracy. Since AUHSD had 1,173 students earn the Seal of Biliteracy in eleven different languages, this approach is successful.

"Anaheim Union High School District's Summer Language Academy serves to meet the vision of our District and Local Control and Accountability Plan goals by preparing students for college, career and life, as well as shrinking the achievement gap for our English Learners. It ensures our students will have a competitive advantage as they earn the Seal of Biliteracy, graduate, apply for scholarships, go on to college and join the workforce in

today's global economy. Our program is considered a model for districts all across California and the nation as they seek to roll out and expand their own newcomer and language explorer programs."

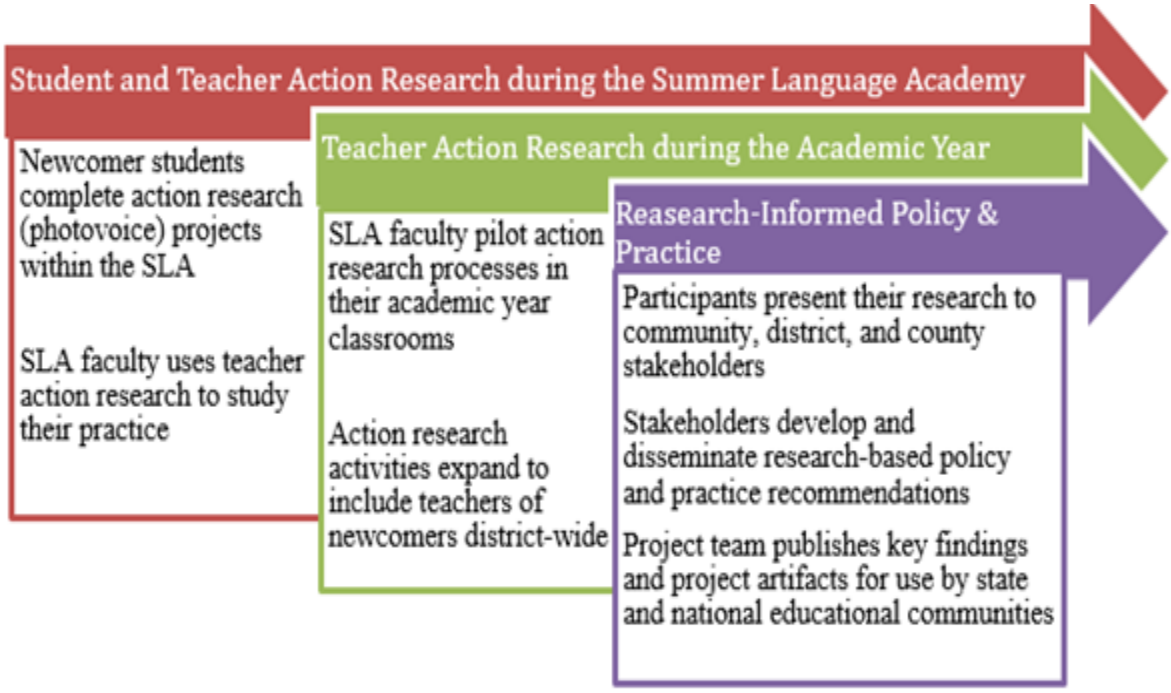
-Brian O'Neal, President, AUHSD Board of Trustees

AUHSD now offers Summer Language Academy, Saturday Language Academy and Project LEARN. All three are founded in collaboration with California State University, Fullerton (CSUF) professors Dr. Ferran Rodriguez Valls and Dr. Alison Dover. Project LEARN is a research endeavor between AUHSD and CSUF and grant funded by the Spencer Foundation.

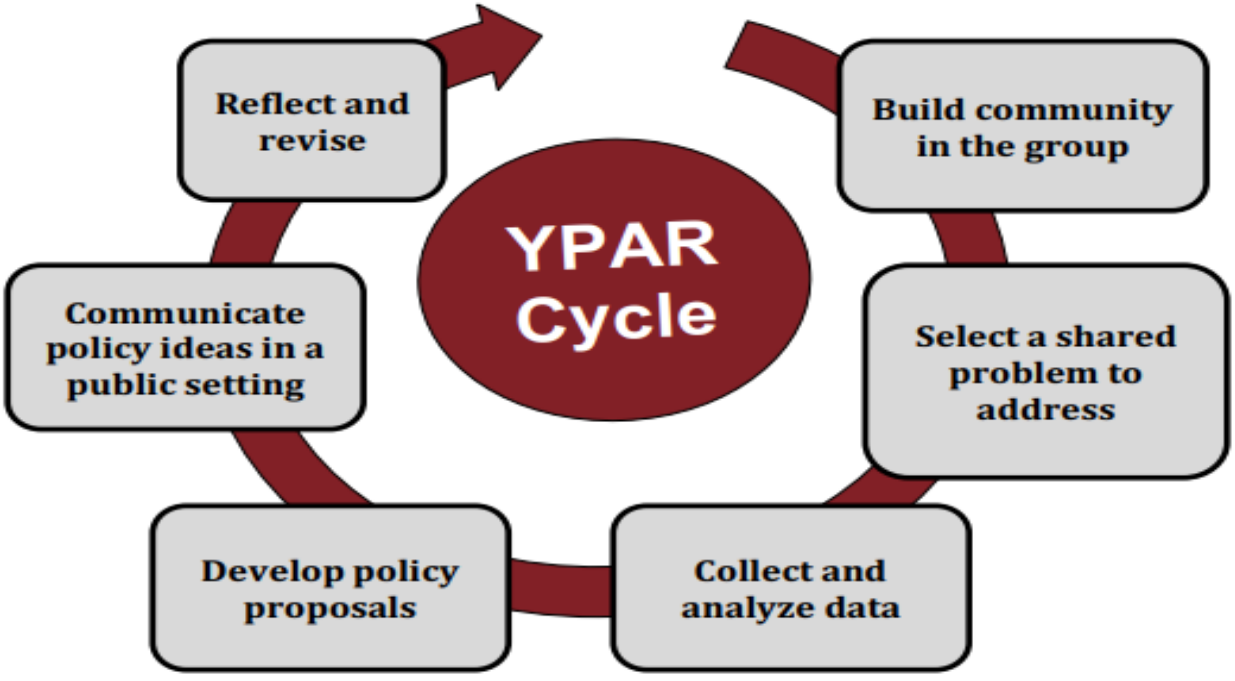


AUHSD scholars, staff and Superintendent Michael Matsuda are featured throughout the book *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up* published by Teachers College Press.

AUHSD was nominated for a CSBA Golden Bell by Dr. Renae Bryant and was awarded CSBA Golden Bells for SLA in 2019 and SALA in 2022.

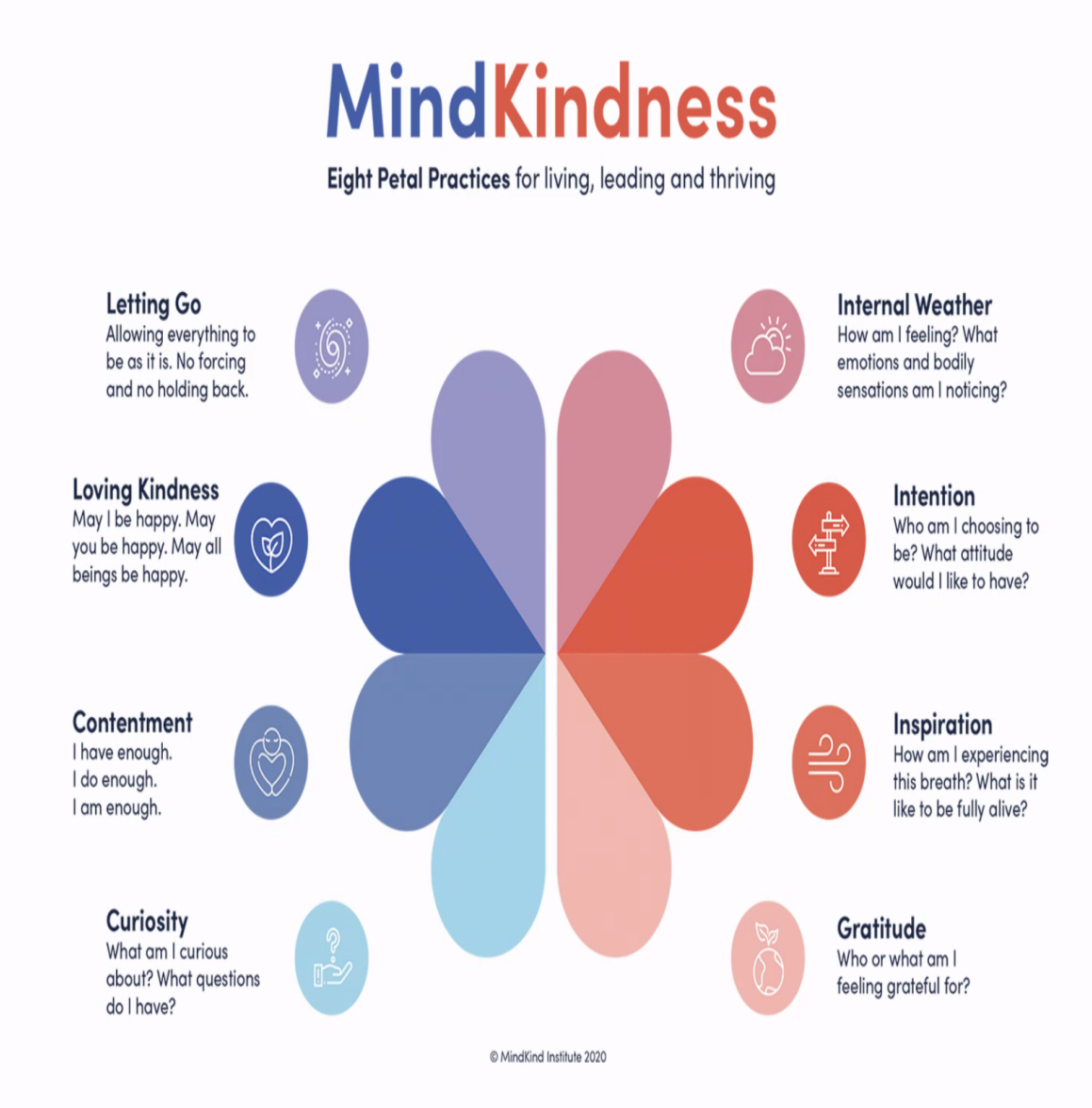


Project LEARN, Summer Language Academy and Saturday Language Academy all integrate YPAR to actively engage students as researchers, problem solvers, critical thinkers with agency, voice and purpose acting as positive change agents in their own communities.



AUHSD Plurilingual Services in partnership with CSUF will offer the first annual Summer Language Academy Summit as a professional learning opportunity for educators all over the state and nationally.

AUHSD staff, scholars and community members all have opportunities to learn and practice MindKindness for youth and adult SEL, as well as numerous services provided by our AUHSD Department of Mental Health.



Appendix A: Commonly Used Abbreviations

AUHSD	Anaheim Union High School District
CELDT	California English Language Development Test
CCSS	Common Core State Standards
CTE	Career Technical Education
DELAC	District English Learner Advisory Committee
DLA	Spanish Dual Language Academy
DLI	Dual Language Immersion
ELD	English Language Development
ELM	English Language Mainstream
ELPAC	English Language Proficiency Assessments for California
ELs	English Learners
ELAC	English Learner Advisory Committee
FACES	Family and Community Engagement Specialist
GLLA	Spanish Global Leadership and Language Academy
IUL	Inclusive Understanding of Languaging
LCAP	Local Control and Accountability Plan
LTEL	Long-Term English Learners
MTP	Movement Through Program form
PLA	Parent Leadership Academy
RFEPs	Reclassified English Language Learners
SALA	Saturday Language Academy
SIFE	Students with Interrupted Formal Education
SLA	Summer Language Academy
SWD	Students with Disabilities
VDLIA	Vietnamese Dual Language Immersion Academy

Appendix B: Career Preparedness Systems Framework

Unleashing the Education and Workforce Development Engine The Power of an Integrated Systems Approach To Student Success

Executive Summary:

For too long the secondary education system has operated in curricular and pedagogical silos that are not aligned with the needs of California's employers, both private and public. For the last five years, the Anaheim Union High School District (AUHSD) has taken a more fruitful approach to their education model by integrating and aligning their teaching and learning so that students and educators can better develop their academic, career, social and emotional skills to succeed as workers, citizens and life-long learners. The "through line" to this integrated approach is consistently cultivating and supporting student voice, identity, and purpose. These skills -- often labeled as civic skills -- help catalyze young people's engagement in school, foster positive student relationships with peers and adults, and bring purpose and meaning to students' academic and career learning. By centering student voice and purpose within career and academic preparation, the learning process becomes unified and community assets from traditionally different arenas can complement student learning and achievement.

Anaheim Union High School District proposes developing a Career Preparedness Systems Framework (CPSF) Toolkit and Training Lab for school districts and communities across California to learn this model and collaborate together on its implementation over a 2 year period. This integrated teaching and learning approach requires supportive administrative and community structures including this new framework and a set of supports and curricula for educators. AUHSD uses CPSF to anchor its support and guidance for teachers and community partners. CPSF centers on three main components: Hard Skills, 21st Century Skills (Soft Skills), and Student Voice & Purpose. It leverages community assets from disparate worlds including the business community, social justice organizations, non-profits, Regional Occupational Programs (ROPs), community colleges and higher education partners. These stakeholders are not usually organized into a unified strategy, but the skills and tools each contribute to form a powerful mosaic of integrated learning and skill building preparing students for meaningful careers grounded in purpose. In order to expand and deepen this successful framework, the CPSF Training Lab would involve up to five cohort districts/communities each year to learn the CPSF model from AUHSD leaders and educators in Anaheim and

implement the framework in their communities, sharing best practices and challenges with one another along the implementation journey.

Context -- >
Rapidly Changing World, Structural Unemployment, and the Evolution of CTE

According to a 2013 Oxford University study (Frey and Osborne) almost half of all jobs are likely to be eliminated in the next couple decades by technology. In addition, the employability gap -- the gap between what skills employers need and what skills
workers have -- is growing larger and our school systems are failing to address the skills development challenge adequately (source - Working Nation).

However, Career Technical Education (CTE) in CA schools has come a long way in the past decade thanks to educators and advocates who have pushed it beyond narrow scope and integrated CTE into the core of schools. From career academies to Linked Learning and from innovative ROP initiatives to 21st Century skills pedagogy, CTE educators and advocates have embraced a more holistic approach to developing academic, workforce, and real world skills together. Additionally, the positive impacts on student performance and equity have been demonstrated with these changes in approach. According to the California Department of Education Fact Sheet on CTE, positive impacts from CTE show that:

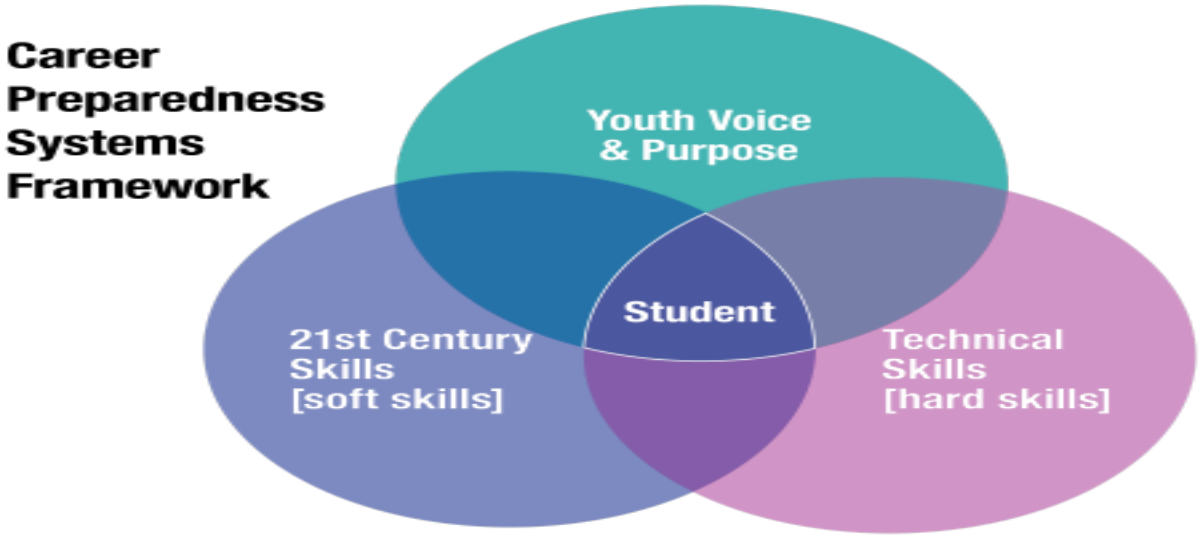
- Students who complete a rigorous academic core coupled with a career concentration have test scores that equal or exceed “college prep” students; are more likely to pursue postsecondary education; have a higher grade point average (GPA) in college; and are less likely to drop out the first year of college.
- 80 percent of students taking a college prep academic curriculum with rigorous CTE met college and career readiness goals, compared to 63 percent of students who did not take CTE.
- Average national graduation rate in 2008 for students concentrating in CTE was 90 percent; other students, 75 percent.

However, there are still challenges to successful CTE in schools and missed opportunities due to disjointed CTE frameworks and instructional approaches, lack of alignment between educators, counselors and community resources like Community Colleges and large employers, shortage of interesting and relevant career pathways and courses for students, internships, and the failure to put student voice and purpose at the center of 21st Century Skill building. In the current mishmash of CTE

strategies in districts across California, students are not receiving long term, coordinated support from their teachers, counselors, and community in building their post-secondary futures, and too many community members still view CTE as an "extra" and not related to subjects such as Math, English, Science, and Social Studies. Also, many district administrators fail to foster student centered learning environments where young people can pursue their learning and work passions, explore topics and projects cooperatively with peers, and share their opinions on civic issues in constructive, thoughtful ways. This intersection of academic skills, workforce skills, and civic skills is where every district can boost success and improve student long term outcomes. What is needed to make this happen is an improved CTE framework and training, materials, and planning time for district leaders, educators, and community partners to build and implement this innovative strategy in their local communities.

Policy Recommendation -->

Develop a Career Preparedness Systems Framework (CPSF) Toolkit and Training Lab for school districts and communities across California



Over the past five years, Anaheim Union High School District has developed a leading model for workforce development. Through its Career Preparedness System Framework, AUHSD has maximized its internal alignment and infrastructure around three essential drivers: 21st Century Skills (soft skills), Technical Skills (hard skills), and cultivation of Student Voice & Purpose (civic skills).

There are numerous, innovative features to the Anaheim CPSF strategy. Some

of these include:

The Anaheim Collaborative -- A coalition of local partners who help Anaheim Union School District with its CTE and college readiness goals. Includes the City of Anaheim, local community colleges and universities, business, and not for profit organizations.

Career Technical Pathways -- These career pathways embedded in AUHSD high schools provide intensive learning experiences and internships in cutting edge jobs such as artificial intelligence, biotechnology, and cybersecurity.

The Anaheim Innovative Mentoring Experience -- This initiative provides a range of hands-on experiences with local businesses and not for profits including community mentors, paid summer internships, and leadership development workshops.

Six Year CTE Plans -- Starting in 7th grade, AUHSD counselors develop 6 year CTE plans with students to help them explore careers and skill development opportunities throughout their time in school and out of school. Students in 7th grade are enrolled in a yearlong course that has four separate CTE modules, called the “Wheel”.

Robust Dual Credit Program with Community Colleges -- All students are offered dual credit, industry specific skills and certificates at community college courses aligned to career pathways in high schools.

5 C’s Approach to 21st Century Skill Building -- Communication, Collaboration, Creativity, Critical Thinking, and Character/Compassion are cornerstones of instruction and reflection throughout AUHSD courses and extra-curricular opportunities.

Robust Youth Voice and Civic Purpose Initiatives -- Throughout AUHSD, students are challenged to build their democratic skills, cultivate their own civic voice and identity, and take informed action to improve their schools and communities.

Asset Based Approach to Cultural and Language Diversity -- Students culture and language abilities are extraordinary assets in their post secondary education and careers. AUHSD innovations such as dual language seal of biliteracy, ethnic studies courses, mindfulness, and social justice collaborative projects, AUHSD students integrate their identities into their future college and career goals.

Regional Occupational Programs (ROP) -- The partnership with the Orange County ROP provides AUHSD students with hands-on learning opportunities in leading Orange County industries and technical skills and certifications.

The CPSF Framework -- >

The Anaheim Union Career Preparedness Systems Framework inserts CTE into the center of the mission of the school and the community instead of treating CTE as an “extra” or only good for certain students. With this framework, post-secondary and career success becomes everyone’s responsibility -- from the local businesses and elected leaders to the teachers, counselors, and community college professors. Most importantly, students lead their own career explorations and bring their passions, voice, and talents into the process. Because AUHSD values student voice and civic leadership from the superintendent to classroom teachers, young people are building 21st Century skills to succeed everyday. In addition, they are experimenting in healthy ways with ideas and work experiences so that they can discover their own unique path and purpose.

Overcoming Barriers and Helping CA Districts and Communities with Tools, Training, and Inspiration to Improve -- >

Too often our middle and high school educators and their leaders feel hamstrung by numerous barriers such as:

-- State testing and college board testing
-- Interim assessments
-- State mandates
-- Parental pressures
-- Challenges to training teachers in deeper pedagogical approaches -- Lack of support from external partners

These barriers lead to fears and worries that innovation may lead to criticism or failures.

In order to help school district leaders and educators make the changes necessary to provide high quality, holistic CTE strategies supported by the CPSF framework, they need practical models, training workshops, curricula supports, and toolkits. They also need an immersive experience to find the inspiration and courage to make this change. Too often the trainers and workshops educators attend are provided by folks not on the “front lines” of educational systems and pressures. These presenters -- while well meaning -- don’t have the credibility of educators and administrators who are going through the day to day stresses of managing classrooms and schools. The AUHSD CPSF Training Lab would provide school district educators and leaders a chance to learn from Anaheim CTE leaders who are “on the ground”, and the CPSF Training Lab would provide opportunities for like minded educators to share new ideas and successes while troubleshooting

obstacles.

Educators and administrators will also appreciate that the CPSF is not meant to assess student performance for careers. Rather, it focuses on school systems and practices designed to foster better preparedness for relevant careers. Users of the CPSF should consider **the tool as an "input" indicator**, rather than an "output" indicator of potential student job performance.

Scaling and Launching the the CPSF Framework & Learning Lab -- >

The work of scaling the **CPSF Framework** and developing the **Learning Lab** will happen in 5 phases over the next 2 years.

YEAR 1

1st Phase-- **Developing the CPSF Toolkit, the Learning Lab, and identify a Pilot District**
In this phase, AUHSD will hire a CPSF Lab executive director to guide this overall strategy and partner her/him with key AUHSD staff, leaders, and partners who will guide the overall project and build the CPSF toolkit, training and coaching plan for the CPSF Lab, and recruit and select pilot district.

2nd Phase -- **Promotion and Selection of District Cohorts**

In this phase, the CPSF Learning Lab in tandem with the AUHSD leadership, will create an CPSF Initiative RFP application process for Districts throughout California, implement a promotional strategy for the CPSF Initiative, create a rubric and selection process identifying readiness of applicants, and build a CPSF onboarding process for the pilot district who is selected.

3rd Phase -- **Launch of CPSF Lab with Pilot District**

In this phase, the CPSF Learning Lab will launch with a multi-day conference building on the CPSF toolkit with interactive workshops, community partner presentations, youth voice and leadership training, cross-district sharing and problem solving, design thinking training, and strategic plan building.

YEAR 2

4th Phase -- Planning and Launching CPSF in Pilot District

In this phase, the Anaheim CPSF team will assist pilot district leaders in building the plan and finding the right community partners for local site implementation. In addition, the CPSF Lab will provide coaching, workshop supports, and strategies for evaluation and data collection.

5th Phase -- Reflecting, Iterating, and Continuous Improvement for local CPSF initiatives

This phase supports the iterative nature of implementing the CPSF Framework and CPSF Learning Lab strategies and the need for using assessment tools to identify strengths and weaknesses of the project, develop improvement plans, and provide additional training and coaching support.

Why Now? -- >
The Urgency of Building an Equitable Economic Recovery in California

President Joe Biden and Vice-President Kamala Harris have an economic mantra of "Building Back Better". This is a great phrase that captures the need for both rebuilding our economy and tackling systemic inequity in our communities. Schools can be the engine for an equitable recovery if school leaders are given the tools, the resources,
and the partners to develop integrated and student centered CTE strategies that integrate 21st Century skills, Technical Skills and Student Voice and Purpose.

In a January 25th, 2021 commentary in CalMatters, Sarah Bohn, Dean Bonner, and Vicki Hsieh of the Public Policy Institute of California posit that the economic recovery of California rests on two core strategies: First, targeting critical support to those most affected in the near term by the pandemic. And second, helping people climb the economic ladder in the long term.

Since the pandemic began, California has experienced massive economic upheaval and unemployment, and families and communities are suffering. Many of the jobs that have disappeared will not return after the pandemic is over, and the need to train young people for the jobs of the future will have added urgency. The Anaheim Career Preparedness Systems Framework is a tool and a model that can catalyze improvement in our middle and high schools and our workforce development systems

across the state. Districts and communities simply need the framework, tools, training, and inspiration to make this change and develop stronger workers, lifelong learners, and community leaders.

Appendix -- >

Contents:

A) AUHSD Background and Demographics (And Awards/Recognition) B) Biographies of key CPSF Initiative Leaders
C) List of Anaheim Collaborative Partners
D) Relevant Articles on AUHSD innovation and leadership
E) Letters of Support from Community Partners
F) Workforce Development Terms and Evolution of Language in CTE

A) Anaheim Union High School District Background & Demographic Info ● 29,000 students grades 7-12
- 5 cities (Anaheim, Cypress, Stanton, Buena Park, La Palma)
- Title 1 district (79%)
- 22% English Language Learners
- Estimated 3,000 Mckinney Vento (federal definition of homeless, including those living in motels and families doubled or tripled up in low rent apartments)

AUHSD has established 28 career pathways in 12 industries, all designed to lead to meaningful post-secondary employment. Enrollment in Career Technical Education pathway courses totals more than 11,000 students. We also have an estimated 600 students enrolled in 17 online courses, from health to accounting to AP level classes. Moreover, AUHSD leads California in "cutting edge" pathways: Cyber Security. A.I., Biotech, and business incubator (entrepreneurship).

AUHSD Dashboard and other metrics have risen across the spectrum over the last five years. A-G completion rates rose from 36% to over 50%; high school graduation rates rose from 85% to 91%; Dropout and suspension rates have also declined significantly. ELA SBAC test scores have shown a steady rise as well. The district is also a county leader in dual credit and career pathway certificate graduates.

AUHSD is the first school district in Orange County to offer graduates a Seal of Biliteracy on their diplomas. To attain the seal, students must show mastery of English and Spanish, Japanese, Mandarin, French, Korean, Vietnamese, or Arabic. The program recognizes that mastery of two languages is a valuable asset for participation in the diverse 21st century economy. AUHSD leads Orange County in Seal of Biliteracy awards averaging over 1,000 annually.

AUHSD has maintained highly regarded programs in music, art, and athletics, despite severe budgetary challenges. Its junior high school intramural-athletics program has a student participation rate of more than 50 percent. More than 21,000 students are enrolled in visual and performing arts classes, more than 9,000 students participate in activities, and more than 6,500 students participate in athletics. AUHSD boys' and girls' high school sports teams take home their share of California Interscholastic Federation championships.

B) Biographies of key CPSF Initiative Leaders

Supt. Michael Matsuda Bio

Michael Matsuda is a nationally recognized 21st century educational leader known for innovation, entrepreneurship, and building creative collaborations with private, public, and non-profit sectors, which have extended and transformed educational opportunities for students. In just three years as superintendent of the Anaheim Union High School District, he was honored as one of the twelve national "Leaders to Learn From" award from Education Week Magazine, the "Visionary Education Leadership Award" from Cal State University Fullerton, and the California Association for Bilingual Education (CABE) 2017 Administrator of the Year award.

As an innovator, Mr. Matsuda has developed the AIME (Anaheim Innovative Mentoring Experience) program that has developed mentorships for over 1,300 high school students and has created over 100 annual summer paid internship experiences for students who also receive college credit through Fullerton College. Additionally, he created the "Sustainability Showcase" with Cal State University Fullerton, a "Ted Talk" like event for students promoting environmental advocacy, which recently won a state "Golden Bell" award. He also developed the Student Service Foundation, a foundation led by students who evaluate and award student service grants. In addition, he has conceptualized and launched the Servathon, a massive student service day involving over 4,000 students, families, and adult mentors that promotes kindness and compassion.

Before assuming the role of superintendent in March 2014, Mr. Matsuda spent 22 years as an educator in the Anaheim Union High School District. He began teaching at Orangeview Junior High School, where he was twice selected as Teacher of the Year. He also taught honors English classes at Oxford Academy.

Mr. Matsuda went on to design and manage the Beginning Teacher Support and Assessment Program for nearly a decade, before moving into a District administrative role, overseeing professional development opportunities for 1,300 teachers and administrators. He moved into district leadership as a coordinator in charge of professional development and grants, bringing in over 23 million dollars from various sources during the height of the recession.

In addition to his District responsibilities, Mr. Matsuda served nine years as a trustee on the board of the North Orange County Community College District. He was co-chair of P21 California, a statewide coalition of organizations supporting 21st century skills and content for public education. He led the AUHSD Common Core Task Force in its efforts to develop a transformational, 21st Century teaching and learning implementation plan, and was a founding member of the Closing the Orange County Latino Achievement Gap initiative.

Additionally, Mr. Matsuda has advised the State Board of Education on English learner policy; analyzed and recommended textbooks and curriculum frameworks for adoption by the California State Board of Education; co-wrote the Mendez v. Westminster civil-rights curriculum used by school districts statewide; and served four years as president of Californians Together, a statewide English Learner advocacy network. He also developed partnership grants valued at over $27 million with Cal State Fullerton, UCI, The National Science Foundation, West Ed, and the Orange County Department of Education.
Mr. Matsuda received his bachelor's degree in English from UCLA and a master's degree in public administration from USC. He received his teaching credential from Chapman University and his administrator credential from CSUF. He has been a lecturer in the teacher preparation programs at Cal State Fullerton and Chapman University. Mr. Matsuda also is actively involved with numerous community organizations such as Los Amigos of Orange County, and the Orange County Asian and Pacific Islander Community Alliance.

In 2017, Mr. Matsuda received an honorary "Doctor of the University" from Chapman Univ.

Manuel Colón Biography

Manuel Colón has been Chief Academic Officer in the Anaheim Union High School District for the past seven years. He has been instrumental in the implementation of the Local Control and Accountability Plan (LCAP), increased family and community engagement making AUHSD a state model, and formed many partnerships with higher education institutions to create the Anaheim Collaborative. He received his bachelor's degree from U.C. Santa Cruz in Language and Culture, a master's degree from Stanford University in Education, and a master's degree from UCLA in Administration. Mr. Colón has been in education twenty-nine years as a teacher, assistant principal, principal, and assistant superintendent. He has received multiple individual awards including the Apple of Gold Award in Excellence in Teaching from the Hispanic Education Endowment Fund, California State Administrator of the Year for Valuing Diversity from the Association of California School Administrators (ACSA), Campbell UHSD Teacher of the Year, and the LaBoskey Award in Teacher Education from Stanford University. Mr. Colón has also published the following: Nichols, Patricia C. and Colón, Manuel. 2000. "Spanish literacy and the academic success of Latino high school

students: Code Switching as a classroom resource.*" Foreign Language Annals* 33: 498-511. García, Eugene and Colón, Manuel. 1995. Interactive journals in bilingual classrooms: An analysis of language transition. *Discourse Process* 19, 39-56. Poem published in teaching tools video for Spanish textbook !Dime! Pasaporte al mundo 21. D.C. Heath, 1994. Finally, Mr. Colón has been married and has a son and a daughter.

C) List of Anaheim Collaborative Partners

- Anaheim Union High School District
- City of Anaheim
- Fullerton College
- North Orange Continuing Education
- University California Irvine
- University of California Fullerton
- Orange County United Way
- Cypress College
- North Orange County Community College
- Cypress College
- Tiger Woods Foundation
- Anaheim Elementary School District
- Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
- North Orange County Regional Occupation Program (NOCROP)

D) Relevant Articles on AUHSD innovation and leadership

https://workingnation.com/one-school-districts-vision-students-on-the-inside-look ing-out/

https://workingnation.com/op-ed-a-new-education-model-addressing-the-equity-pa ndemic/

https://voiceofoc.org/2020/10/matsuda-a-republic-if-we-can-keep-it/

https://edsource.org/2020/now-is-the-time-to-prepare-for-the-future/637432

https://www.edweek.org/leaders/2016/california-leader-puts-spotlights-on-long-ter m-english-learners

https://www.edweek.org/leadership/opinion-im-a-superintendent-my-students-acti vism-is-key-to-their-academic-success/2020/03

http://my.aasa.org/AASA/Resources/SAMag/2019/Feb19/Matsuda.aspx

E) Letters of Support from Community Partners

F) Workforce Development Terms and Evolution of Language in Career and Technical Education (CTE)

Technical (Hard Skills) -- Technical/Hard skills are industry specific skills and certificates, and include dual credit community college courses aligned to career pathways in high schools, certificates earned through Career Technical Education (including ROP courses), and mentorships and internships (which develop both hard and soft skills). These opportunities should be open to every student at all secondary schools and should be monitored and tracked for patterns that might indicate disproportionality, especially with "at promise" student populations. Additionally, schools should have a designated "College and Career Access Team," adequate guidance support and liaison with community colleges, higher education institutions, as well as business and non-profit partners.

21st Century Skills (Soft skills) -- 21st Century/Soft skills, also called "power" or "life" skills are skills that are needed for a person to be successful on the job and navigating a career or more likely, multiple careers that are increasingly dependent on hybrid and virtual work platforms. They are transferable and rooted in all industries. Soft skills include the development of emotional and relational intelligence, collaboration, to critically think and to self-reflect, to be innovative and creative, to demonstrate time and project management, as well as to communicate effectively both in speaking and writing. Schools should demonstrate evidence that soft skills are embedded in instructional practice across the curriculum every day for every student.

Student Voice & Purpose -- Purpose and student voice are rooted in development and affirmation of a student's identity and motivation. It is strongly contingent on establishment of a healthy, inclusive, compassionate school culture that intentionally mitigates implicit bias and institutional racism. It is vitally important that students develop purpose in their own education. Education should not be something "done" to students, i.e. given irrelevant assessments or given assignments with little regard to differentiation in instruction. Student purpose happens when learning occurs through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student purpose gives students voice and often, choice, in how they learn and what interests them.

Cultivation of student purpose and voice is vital to build on student interests into a career pathway. Instructional practices that develop authentic student voice will help foster connections with career choices. Mental health is a vital component of soft skills and student voice, and schools should have adequate staffing supporting mental health including: counselors, social workers, and school psychologists.

Pedagogical approaches that best address student purpose and development of voice

include: Project Based Learning, civic engagement activities in-class, TED talk-like activities in-class, mindfulness, access to world languages to build multilingualism, and courses that intentionally integrate ethnic studies and culturally relevant teaching that affirms identity, as well as develops authentic student voice. Schools should therefore, demonstrate that teachers have been adequately trained in PBL, civic engagement, culturally relevant pedagogy, implicit bias, inquiry based learning, and performance task assessments. Additionally, students should have exposure to a wide, varied curriculum allowing them to explore and cultivate interest and motivation in careers and activities.

Is it time to rename 'soft' and 'hard' skills? **October 1, 2013 | skills-- Liz Abinante (http://lizabinante.com/)**

Appendix C: CPSF/Plurilingual Services Evaluation

Plurilingual Services CPSF Evaluation 2022-23
Dr. Renae Bryant

We will never transform the prevailing system of management without transforming our prevailing system of education. They are the same system.-E. Deming, The New Economics for Industry, Government and Education

Multilingual Services: Becoming A Learning Department

The Career Preparedness Systems Framework, designed in Anaheim Union High School District, puts the learner at the center of voice and purpose, 21st century skills (soft skills) and technical skills (hard skills) (Matsuda, 2021). AUHSD is focused on becoming a learning organization with staff using the leadership practices of The Fifth Discipline by Peter M. Senge: personal mastery, shared vision, mental models, team learning and systems thinking (Senge, 2006). The AUHSD Multilingual Services department is committed to becoming learning department focused on increasing access, equity/justice, and success of our scholars/learners through the implementation of the Career Preparedness Systems Framework (CPSF) in the three main areas of the department: 1) English Language Development, 2) World Languages, and 3) Dual Language Immersion.

The Multilingual Services Department will realign our vision, professional learning, training and meetings to the new vision, mission and values of AUHSD and CPSF. Inherent in this commitment will be the Wildly Important Goals (WIGS) of youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills); as well as intentionally building the capacity of all learners (scholars, staff, families and community) around personal mastery, shared vision, mental models, team learning and systems thinking (Senge, McCabe, Lucas, Smith, Dutton & Kleiner, 2012). We will continue our mindfulness practice at the beginning of every meeting, modeling the way for others to do so in their meetings. As a department we will write new

emotional intelligence goals for 2021-2022 and work with accountability partners. In 2021-2022 the department will focus on building capacity around *The Fifth Discipline, Schools That Learn* and *Multipliers Effect.*

English Language Development

In the area of English Language Development, both integrated and designated, the CPSF will be crosswalked with the English Learner Road Map. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from the California English Learner Roadmap Implementation Guide and Toolkit for Administrators and the EL Roadmap Teacher Toolkits will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for English Learners/emergent bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD. Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more (Matsuda, 2021). The focus on 21st century skills (trending skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved with integrated and designated ELD, the content, and access to career pathways and Anaheim Innovative Mentoring Experience (AIME). In an effort to demonstrate team learning, Multilingual Services will continue to work with Special Youth Services to integrate the guidance for reclassifying ELs with disabilities using the *California Practitioners' Guide for Educating English Learners with Disabilities*. We will continue to work with Amanda Bean, Director of CPSF, to update our ELD 1, 2, and 3 courses so that students can earn A-G for any one of the courses they take. We will also work diligently to be sure that our ELs leaving ELD 3 are placed in grade appropriate English Language Arts, instead of placing them in 9th grade ELA regardless of their grade level, which was a practice that pre-existed my leadership and denied access to grade level content. This will no longer be practiced. Communication has occurred with the ELD Department Chairs, counselors and administrators. In an effort to help our students become globally competent citizens we will provide professional learning within our ELD Department Chair or EL Administrator, EL Coordinator and EL Program Chair meetings on the Four Domains of Global Competence using *Educating for Global Competence: Preparing Our Youth to Engage the World* and build capacity through the recently published free text, *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020).

Each year I am contacted by numerous districts to mentor them to create systemness in service of the emergent bilinguals. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

World Languages

In the area of World Languages the CPSF will be crosswalked with the California Department of Education World Languages Framework. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from the World Languages Framework will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for English Learners/emergent bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD (Matsuda, 2021). Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more. The focus on 21st century skills (soft skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved through the content, access to career pathways and Anaheim Innovative Mentoring Experience (AIME). We will continue to work with Special Youth Services, our counselors and site leaders to increase the number of ELs and students with disabilities taking World Language courses and integrate guidance from the *California Practitioners' Guide for Educating English Learners with Disabilities* (CDE, 2019). We will use Global California 2030 as well as a north star to assist us in creating our own bilingual teacher pipeline from our World Language and Dual Language Immersion programs. We will continue to build capacity of our World Languages teachers by working through the World Languages Framework, *Educating for Global Competence: Preparing Our Youth to Engage the World* and the recently published free text, *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020). We will continue to emphasize technical workability vocabulary (Tier 3) as well as Tier 1 and 2 vocabulary.

Each year I am contacted by numerous districts to mentor them to create systemness to increase the number of Seal of Biliteracy awards they award. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

Dual Language Immersion

In the area of Dual Language Immersion the CPSF will be crosswalked with the *Guiding Principles for Dual Language Education*, Third Edition. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from the *Guiding Principles for Dual Language Education,* Third Edition, will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD (Matsuda, 2021).

Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more. The focus on 21st century skills (soft skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved with expert DLI instruction, the content, and access to career pathways and Anaheim Innovative Mentoring Experience (AIME). In an effort to demonstrate team learning, Multilingual Services will continue to work with Special Youth Services to integrate appropriate services for DLI students with disabilities using the *California Practitioners' Guide for Educating English Learners with Disabilities*. Will will also integrate the C6 Dual Language Immersion Framework by Dr. Jose Medina to be sure we are integrating not only a language and content objective but also a culture objective, as well as honoring translanguaging. Focusing on "lesson planning as a political act" (Medina, 2021). We will continue to build the capacity of our DLI teachers by working through the World Languages Framework, *Educating for Global Competence: Preparing Our Youth to Engage the World* and *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020). We will continue to emphasize technical workability vocabulary (Tier 3) as well as Tier 1 and 2 vocabulary. It will be exciting to work with Amanda Bean. I would like to see us create a career pathway for education/teaching. We know there will be a teacher shortage, so we need to create a pathway to supply our own future teachers to AUHSD both in World Language and DLI, as well as other areas. I would also love to see us work closely with Anaheim Elementary School District to place potential future teachers as well.

Each year I am contacted by numerous districts across the United States to give campus tours and mentor them to create a successful secondary DLI program. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

Conclusion

AUHSD Multilingual Services is excited to move forward in progressing the CPSF, as well as the new vision, mission, and values of AUHSD through our work in service to our scholars, staff, families and community (Matsuda, 2021). We are eager to grow in our personal mastery, shared vision, mental models, team learning and systems thinking to help increase youth voice and purpose, 21st century skills, and technical skills (Senge, 2006).

References

Matsuda, M. (2021). Unleashing the education and workforce development engine: The power of an integrated systems approach to student success. *White Paper.*

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization.* New York, NY: Crown Business.

Senge, P., McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools That Learn*. New York, NY: Crown Business.

Appendix D: Glossary

Assimilation- A process through which people are explicitly or implicitly expected to change in response to a culturally or linguistically dominant norm, e.g. when language learners are asked to adapt their voices to the standard language

Code switching- the intentional or unintentional act of switching from one named language or register to another based on the audience, the context, and the communicative action.

Communicative Action- the cooperative and collaborative process through which individuals with different linguistic repertoires create a common, shared discourse.

Emergent Bilingual- A language learner whose linguistic repertoire includes registers and nuances from two named languages

Emergent Plurilingual- A language learner whose linguistic repertoire includes registers and nuances from multiple named languages

Heteroglossia- The coexistence of different linguistic repertoires within a teaching and learning process. In a heteroglossic classroom, teachers strategically and intentionally empower language learners to fully use and stretch their linguistic repertoires and their voices.

Language Fragility- The concept of language fragility is an adaptation of DiAngleo's (2018) construct of white fragility, referring to the defensive reactions white people enact when their beliefs, position, and privileges are questioned. Language fragility represents the fearful or defensive reactions enacted by members of linguistically dominant groups when expected to participate in or affirm plurilingual and heteroglossic processes.

Language learner- Any individual who is stretching her/his linguistic repertoire by experimenting with nuances, registers, and varieties of two or more named languages.

Language Insecurity- A sense of uncertainty or self-doubt regarding one's languaging practices, typically in response to monoglossic cultural and institutional norms.

Languaging- a dynamic process through which an individual creates communicative actions with others (e.g. by listening and speaking) and with texts (e.g. by reading and writing)

Linguistic repertoire- All the skills, nuances, registers, variances, words, and idiolects an individual can use when languaging; for plurilingual and emergent plurilingual learners, this includes conceptual and sociolinguistic assets drawn from multiple named languages

Monoglossia- The dominance and existence of one voice as the standard and reference for any communicative action; this frequently manifests as an expectation that communication occurs in a specific named language and/or a specific register within that named language.

Multilingualism- The ability to communicate in multiple named languages. Within the context of language learning, multilingualism is sometimes associated with the assumption that languages should be compartmentalized and used separately, without any linguistic intersectionality.

Named languages- A sociolinguistic construct through which dynamic languaging processes are defined, labeled and regulated according to cultural and geopolitical boundaries. As social constructs, named languages function more as static mechanisms for labeling and grouping people (e.g. as English or Spanish speakers) than as descriptions of how culturally, experientially, and geographically diverse individuals experience and leverage their linguistic repertoires.

Nuances- subtle and unique ways words convey a different connotation. This can lead to a more sophisticated and expansive understanding of an idea, such as when plurilingual speakers integrate culturally nuanced concepts, or convey implicit bias (such as when teachers claim to say they "*allow* language learners to fully use their linguistic repertoires" rather than "*empower* language learners by *encouraging* them to fully use their linguistic repertoire").

Plurilingualism- The ability to draw from multiple named languages when engaging in communicative actions. In contrast to multilingualism, plurilingualism emphasizes the interconnected coexistence of multiple named languages within an individual's linguistic repertoire, and affirms speakers' use of their full linguistic repertoire when languaging.

Register- A variety of a named language utilized for a communicative action and within a specific context.

Standard English Learner- the deficit-based label ascribed to students who speak the named language English using registers, nuances, and variances that differ from the standard and dominant form. This label renders invisible students' plurilingual linguistic repertoires, and reinforces a monoglossic ideology of English-dominance

Standard Language- a label used to position the linguistic register of a racially, culturally or socioeconomically dominant group as more advanced, correct, or appropriate than minoritized linguistic registers. Within the context of language education, this term reflects a supremacist ideology that privileges white or colonial linguistic registers, frequently under the guise of constructs like "academic" or "professional" language.

Translanguaging- the process through which plurilingual individuals create communicative actions using all the registers, nuances, and variances included in their linguistic repertoires. In

the context of education, the adoption of a translanguaging pedagogy (Garcia et al, 2017) requires a critical assessment of ideological, curricular, and pedagogical approaches to teaching and learning, and a willingness to co-construct academic discourse with plurilingual students.

Variances - the linguistic richness - accents, lexicon, and structures - that culturally, linguistically, experientially, and geographically diverse individuals use when languaging. In the context of language education, variance refers to the free and dynamic aspects of students' languaging practices, with new variances emerging in response to students' evolving sociolinguistic identities, sociocultural contexts, and lived experiences.

White Gaze - the process through which individuals and institutions are viewed through the lens of White, monolingual norms and expectations (see Morrison, 2001) . Within the context of language education, this manifests in the form of monoglossia; curricular, pedagogical, and assessment practices that affirm and entitle monolingualism, and deficit-based labeling of plurilingual students.

Definitions From: *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up* (Dover & Rodríguez-Valls, 2022).

Glossary of Terms for English learner (EL) Reports-From CDE

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC **(Note: The 2018–19 determinations At-Risk of becoming LTEL [AR-LTEL] reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from AR-LTEL determinations. Due to the one-year**

transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.); and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).

"Ever-EL": A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC **(Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.);** and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of

LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Ungraded Elementary (UE): A grade level for students enrolled in elementary classes (kindergarten through eighth grades) that are not assigned to a specific grade level. This grade level is specifically for students in a special education program. This grade level was retired at the end of the 2017-18 reporting year.

Ungraded Secondary (US): A grade level for students enrolled in secondary classes (ninth through twelfth grades) that are not assigned to a specific grade level. This grade level is specifically for students in a special education program. This grade level was retired at the end of the 2017-18 reporting year.

Appendix E: Language Group District Wide Data 2022-23

AUHSD has over 60 different languages represented by our families. We consider all of those languages to be assets our families and our scholars bring to our district and community.

Language	#ELs	#FEP	#EL/FEP	%EL/FEP
Spanish	5,282	9,183	14,465	52.13%
Vietnamese	190	1,065	1,255	4.52%
Korean	60	671	731	2.63%
Arabic	150	306	456	1.64%
Filipino (Filipino or Tagalog)	93	353	446	1.61%
Other non-English languages	29	141	170	0.61%
Mandarin (Putonghua)	18	104	122	0.44%
Hindi	5	68	73	0.26%
Gujarati	6	64	70	0.25%
Cantonese	3	59	62	0.22%
Punjabi	7	46	53	0.19%
Farsi (Persian)	23	25	48	0.17%
Khmer (Cambodian)	8	35	43	0.15%
Telugu	2	38	40	0.14%
Tamil	3	30	33	0.12%
Japanese	5	27	32	0.12%
Bengali	6	24	30	0.11%
Urdu	8	21	29	0.10%
Thai	4	20	24	0.09%
Pashto	9	14	23	0.08%

Portuguese	9	10	19	0.07%
Cebuano (Visayan)	3	16	19	0.07%
Russian	4	12	16	0.06%
Lao	5	10	15	0.05%
Samoan	4	10	14	0.05%
Rumanian	3	10	13	0.05%
Tongan	6	4	10	0.04%
Italian	1	9	10	0.04%
Somali	3	6	9	0.03%
German		9	9	0.03%
Indonesian		7	7	0.03%
Ilocano	3	4	7	0.03%
Marathi		5	5	0.02%
Greek		5	5	0.02%
Tigrinya	2	3	5	0.02%
French	1	4	5	0.02%
Kannada		4	4	0.01%
Assyrian	1	2	3	0.01%
Taiwanese	1	2	3	0.01%
Amharic		3	3	0.01%
Burmese		3	3	0.01%
Ukrainian	1	2	3	0.01%
Khmu		2	2	0.01%
Swahili		2	2	0.01%
Turkish	2		2	0.01%

Marshallese	1	1	2	0.01%
Kurdish (Kurdi, Kurmanji)	1	1	2	0.01%
Hebrew		2	2	0.01%
Sinhala; Sinhalese		2	2	0.01%
Chaozhou (Chiuchow)		2	2	0.01%
Polish		2	2	0.01%
Hungarian		2	2	0.01%
Serbo-Croatian (Bosnian, Croatian, Serbian)		2	2	0.01%
Armenian		2	2	0.01%
Oromo	1		1	0.00%
Chamorro (Guamanian)		1	1	0.00%
Czech	1		1	0.00%
Zapoteco	1		1	0.00%
Swedish		1	1	0.00%
Hmong		1	1	0.00%
Nepali		1	1	0.00%
Albanian		1	1	0.00%
Mongolian	1		1	0.00%
Bulgarian		1	1	0.00%
Chaldean				0.00%
				0.00%
Dutch				

Appendix F: Language Assessment Center

Anaheim Union High School District
Plurilingual Services
LANGUAGE ASSESSMENT CENTER MONTH-TO-MONTH ASSIGNMENT PROJECTS
2022-2023

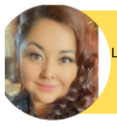
July	August	September	October
• **Initial ELPAC testing for students new to the district** • **Data cleanup/requests**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • **Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test.**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Prepare and send out annual notifications** • **Prepare for reclassification**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist all school sites with reclassification** • **Prepare State Seal of Bi-literacy materials for District assessment**

November	December	January	February
• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist all school sites with reclassification** • **State Seal of Biliteracy testing and scoring**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Prepare for ELPAC trainings**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **ELPAC trainings**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist sites with implementation of the summative ELPAC** • **Prepare State Seal of Bi-literacy materials for District assessment**

March	April	May
• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **State Seal of Biliteracy testing and scoring**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **State Seal of Biliteracy testing, scoring, verifying applications and ordering awards**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist Junior High Schools in with Spanish placements** • **Prepare and distribute State Seal Biliteracy and Pathways awards to school sites**

PLURILINGUAL SERVICES

Language Assessment Team & Important Dates
2022-23



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714-999-3788 ext. 61211

Martha Salcedo
LAC Secretary
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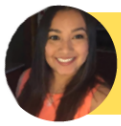
714-999-3788 ext. 61210

Veronica Cabrera
Bilingual Language
Testing Assistant
cabrera_v@auhsd.us
714-999-3788 ext. 61212



Raquel Lizarraga-Miralda
Bilingual Language
Testing Assistant
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714-999-3788 ext. 61225

Ana Perruzzi
Bilingual Language
Testing Assistant
perruzzi_a@auhsd.us
714-999-3788 ext. 61213

October 2022 – December 2022
- Reclassification Window

October 2022
- Seal of Biliteracy and Pathway to Biliteracy Awards Training
- Reclassification period Begins
- Reclassification paperwork due

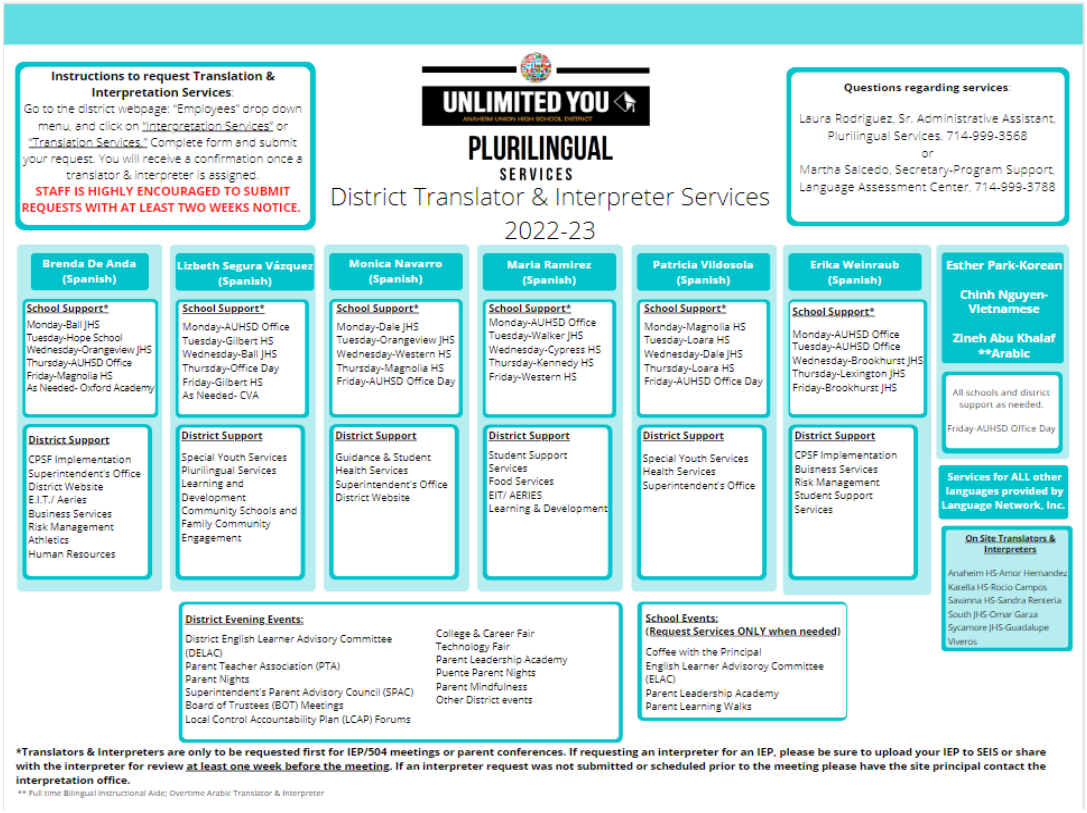
November-December 2022
- Seal of Biliteracy Testing (Students not currently enrolled in a World Language or DLI course)

January 2023
- Seal of Biliteracy and Pathway to Biliteracy Awards Lead Meeting
- ELPAC Training (JHS IAs)
- ELPAC Training (HS IAs)
- ELPAC make up Training (JHS IAs)
- ELPAC Coordinator Training
- ELPAC make up Training (HS IAs)
- ELPAC Training District Testers

February-March 2023
- Summative ELPAC Testing

March-April 2023
- Seal of Biliteracy Testing (Students currently enrolled in a World Language course in danger of not passing)

May 2023
- Spanish Placement Testing



Instructions to request Translation & Interpretation Services:
Go to the district webpage: "Employees" drop down menu, and click on "Interpretation Services" or "Translation Services." Complete form and submit your request. You will receive a confirmation once a translator & interpreter is assigned.
STAFF IS HIGHLY ENCOURAGED TO SUBMIT REQUESTS WITH AT LEAST TWO WEEKS NOTICE.

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

PLURILINGUAL SERVICES

District Translator & Interpreter Services 2022-23

Questions regarding services:
Laura Rodriguez, Sr. Administrative Assistant, Plurilingual Services, 714-999-3568
or
Martha Salcedo, Secretary-Program Support, Language Assessment Center, 714-999-3788

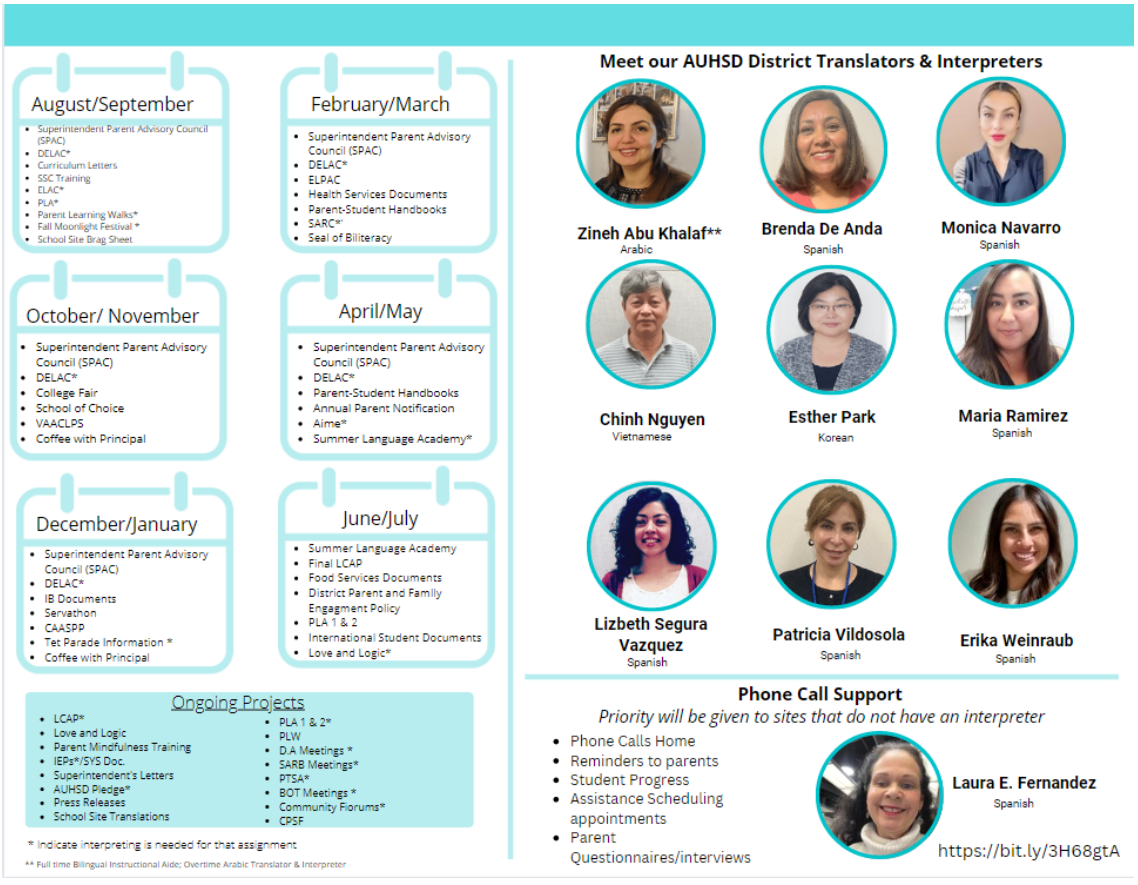
Brenda De Anda (Spanish)	Lizbeth Segura Vázquez (Spanish)	Monica Navarro (Spanish)	Maria Ramirez (Spanish)	Patricia Vildosola (Spanish)	Erika Weinraub (Spanish)	Esther Park-Korean Chinh Nguyen-Vietnamese Zineh Abu Khalaf **Arabic
School Support*: Monday-Ball JHS Tuesday-Hope School Wednesday-Orangeview JHS Thursday-AUHSD Office Friday-Magnolia HS As Needed- Oxford Academy	**School Support*:** Monday-AUHSD Office Tuesday-Gilbert HS Wednesday-Ball JHS Thursday-Office Day Friday-Gilbert HS As Needed- CVA	**School Support*:** Monday-Dale JHS Tuesday-Orangeview JHS Wednesday-Western HS Thursday-Magnolia HS Friday-AUHSD Office Day	**School Support*:** Monday-AUHSD Office Tuesday-Walker JHS Wednesday-Cypress HS Thursday-Kennedy HS Friday-Western HS	**School Support*:** Monday-Magnolia HS Tuesday-Loara HS Wednesday-Dale JHS Thursday-Loara HS Friday-AUHSD Office Day	**School Support*:** Monday-AUHSD Office Tuesday-AUHSD Office Wednesday-Brookhurst JHS Thursday-Lexington JHS Friday-Brookhurst JHS	All schools and district support as needed. Friday-AUHSD Office Day
District Support CPSF Implementation Superintendent's Office District Website E.I.T./ Aeries Business Services Risk Management Athletics Human Resources	**District Support** Special Youth Services Plurilingual Services Learning and Development Community Schools and Family Community Engagement	**District Support** Guidance & Student Health Services Superintendent's Office District Website	**District Support** Student Support Services Food Services EIT/ AERIES Learning & Development	**District Support** Special Youth Services Health Services Superintendent's Office	**District Support** CPSF Implementation Buisness Services Risk Management Student Support Services	**Services for ALL other languages provided by Language Network, Inc.** **On Site Translators & Interpreters** Anaheim HS-Amor Hernandez Katella HS-Rocio Campos Savanna HS-Sandra Renteria South JHS-Omar Garza Sycamore JHS-Guadalupe Viveros

District Evening Events:
District English Learner Advisory Committee (DELAC)
Parent Teacher Association (PTA)
Parent Nights
Superintendent's Parent Advisory Council (SPAC)
Board of Trustees (BOT) Meetings
Local Control Accountability Plan (LCAP) Forums
College & Career Fair
Technology Fair
Parent Leadership Academy
Puente Parent Nights
Parent Mindfulness
Other District events

School Events:
(Request Services ONLY when needed)
Coffee with the Principal
English Learner Advisoroy Committee (ELAC)
Parent Leadership Academy
Parent Learning Walks

***Translators & Interpreters are only to be requested first for IEP/504 meetings or parent conferences. If requesting an interpreter for an IEP, please be sure to upload your IEP to SEIS or share with the interpreter for review at least one week before the meeting. If an interpreter request was not submitted or scheduled prior to the meeting please have the site principal contact the interpretation office.**

** Full time Bilingual Instructional Aide; Overtime Arabic Translator & Interpreter



August/September
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- Curriculum Letters
- SSC Training
- ELAC*
- PLA*
- Parent Learning Walks*
- Fall Moonlight Festival *
- School Site Brag Sheet

February/March
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- ELPAC
- Health Services Documents
- Parent-Student Handbooks
- SARC*
- Seal of Biliteracy

October/ November
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- College Fair
- School of Choice
- VAACLPS
- Coffee with Principal

April/May
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- Parent-Student Handbooks
- Annual Parent Notification
- Aime*
- Summer Language Academy*

December/January
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- IB Documents
- Servathon
- CAASPP
- Tet Parade Information *
- Coffee with Principal

June/July
- Summer Language Academy
- Final LCAP
- Food Services Documents
- District Parent and Family Engagment Policy
- PLA 1 & 2
- International Student Documents
- Love and Logic*

Ongoing Projects
- LCAP*
- Love and Logic
- Parent Mindfulness Training
- IEPs*/SYS Doc.
- Superintendent's Letters
- AUHSD Pledge*
- Press Releases
- School Site Translations
- PLA 1 & 2*
- PLW
- D.A Meetings *
- SARB Meetings*
- PTSA*
- BOT Meetings *
- Community Fiorums*
- CPSF

* Indicate interpreting is needed for that assignment

** Full time Bilingual Instructional Aide; Overtime Arabic Translator & Interpreter

Meet our AUHSD District Translators & Interpreters

Zineh Abu Khalaf**
Arabic

Brenda De Anda
Spanish

Monica Navarro
Spanish

Chinh Nguyen
Vietnamese

Esther Park
Korean

Maria Ramirez
Spanish

Lizbeth Segura Vazquez
Spanish

Patricia Vildosola
Spanish

Erika Weinraub
Spanish

Phone Call Support

Priority will be given to sites that do not have an interpreter

- Phone Calls Home
- Reminders to parents
- Student Progress
- Assistance Scheduling appointments
- Parent Questionnaires/interviews

Laura E. Fernandez
Spanish

https://bit.ly/3H68gtA

Appendix G: Plurilingual Master Plan Resources

2023 AUHSD Plurilingual Master Plan Resources

A

Academic Progress for English Learners: The Role of School Language Environment and Course Placement in Grades 6-12

AUHSD - Parent Family Engagement Policy

C

California English Learner Roadmap

The California English Learner Roadmap: A Middle School Teacher's Toolkit

California English Learner Roadmap Rubric

California English Learner Roadmap Self-Reflection Rubric

D

Does Your LCAP Plan Deliver on the Promise of Increased or Improved Services for English Learners

E

Educating for Global Competence: Preparing Our Youth to Engage the World

ELA/ELD Framework

ELD Standards

F

Family Engagement Framework District Principles

Family Engagement Framework District Principles - brief description

G

Guiding Principles for Dual Language Immersion 3rd Edition
- Downloaded PDF

Global California 2030: Speak. Learn. Lead

M

The Majority Report: Supporting the Educational Success of Latino Students in California

2018 Master Plan for English Learners and Standard English Learners (LAUSD)

N

Newcomer Tool Kit - Download ALL
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5

Newcomer Tool Kit - Info Page

R

A Review of Year 2 LCAPS: A Weak Response to English Learners

Rubric for Culturally Responsive Teaching

S

Sociocultural Competence School Checklist and Goal Setting Form

Strategies for Supporting Families of Newcomers (from Newcomer Tool Kit Chapter 5)

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García, O., & Lin, A. (2018). English and Multilingualism. In Seargeant, P., Hewings, A. & Pihlaja, S. (eds.). *Routledge Handbook of English Language Studies (*pp.77-92). New York: Routledge.

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RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

Classified School Employee Week
May 21-27, 2023

RESOLUTION NO. 2022/23-HR-11

May 4, 2023

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, classified school employees provide valuable services to the schools and students of the Anaheim Union High School District; and

WHEREAS, the theme of the 2023 Classified School Employee Week is Classified Professionals: Indispensable, Inspiring, and Invincible; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of Anaheim Union High School District's students; and

WHEREAS, classified school employees employed by the Anaheim Union High School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE BE IT PROCLAIMED that the Board of Trustees hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the Anaheim Union High School District, and declares the week of May 21-27, 2023, as "Classified School Employee Week" in the Anaheim Union High School District.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees, on May 4, 2023, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said board at the regular meeting thereof held on the 4th day of May 2023, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 4th day of May 2023.

_____
Michael B. Matsuda
Superintendent and Secretary to the
Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

ENHANCING SUPPORTS AND RESOURCES FOR OUR LGBTQ+ STUDENTS

RESOLUTION NO. 2022/23-E-23

May 4, 2023

On the motion of Trustee _____ and duly seconded, the following resolution was adopted.

WHEREAS, the Anaheim Union High School District (District) prides itself on its diversity and inclusiveness, providing safe and welcoming spaces for students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, and sexual orientation; and

WHEREAS, the District has adopted an Ethnic Studies requirement, focused on the interdisciplinary analysis of race, ethnicity, class, gender, sexuality, and language, which through the sharing of ideas, information, opinions, and emotions, provides a framework to allow for the deconstruction of established systems and their effects on people of color, marginalized, and disenfranchised groups, empowering students to address injustices that negatively affect them and their community; and

WHEREAS, as many as 10.3 percent of California students in middle and high schools identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, gender nonconforming, gender fluid, and gender nonbinary (LGBTQIA+); and

WHEREAS, youth identifying as LGBTQIA+ are overrepresented in the populations of youth experiencing homelessness; youth who are the victims of bullying and discrimination, including, among other things, someone trying to convince them to change their sexuality or gender identity; and youth who have attempted or died as a result of suicide; and

WHEREAS, every school district, including ours, must continue to do more to ensure our LGBTQ+ youth have the supports and resources they need to achieve academically and feel socially, emotionally, mentally, and physically safe at school; and

WHEREAS, among other supports, the District has developed a memorandum of understanding with the LGBTQ Center OC to ensure that all LGBTQIA+ youth and students in the District have access to community resources, education, and social services through various available programs; and

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees of the Anaheim Union High School District celebrates May 15-19, 2023 as AUHSD Pride Week, June 2023 as LGBTQIA+ Pride Month, October 2023 as LGBT History Month, October 11 as National Coming Out Day, and November 20 as Transgender Day of Remembrance to honor the many achievements and contributions of the LGBTQIA+ community; and

BE IT FURTHER RESOLVED that the Board of Trustees encourages all schools to incorporate lessons on the LGBTQIA+ community in instruction and hold other commemorative activities in honor of AUHSD Pride Week in May and LGBT History Month in October 2023, as well as during the above-mentioned commemoration days.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on May 4, 2023, by the following roll call vote.

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 4th day of May, 2023 and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 4th day of May, 2023.

_____

Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees
Anaheim Union High School District

BEFORE THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
COUNTY OF ORANGE, STATE OF CALIFORNIA

RESOLUTION NO. 2022/23-HR-10

May 4, 2023

IMPLEMENTING CERTIFICATED LAYOFF
AND TERMINATING SERVICES OF CERTIFICATED EMPLOYEES
AS A RESULT OF REDUCTION OR DISCONTINUATION
OF PARTICULAR KINDS OF SERVICES

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, on March 7, 2023, this Board adopted Resolution No. 2022/23-HR-03, which included, in part, discontinuing and reducing particular kinds of certificated services not later than the end of the 2022-2023 school year, as described and set forth in that Resolution; and

WHEREAS, Resolution No. 2022/23-HR-03 included particular kinds of services performed by permanent/probationary and temporary certificated employees; and

WHEREAS, temporary certificated employees are not entitled to notice of layoff or to hearing rights under the Education Code, and the temporary certificated employees serving in assignments identified for discontinuation under Resolution No. 2022/23-HR-03 received appropriate notice of release from employment at the end of the 2022-2023 school year pursuant to Education Code Section 44954; and

WHEREAS, on or before March 15, 2023, the Superintendent's designated representatives served preliminary notice to the permanent/probationary employees affected by Resolution No. 2022/23-HR-03, that it has been recommended that the employees' services will not be required for the 2023-2024 school year pursuant to Education Code Sections 44949 and 44955; and

WHEREAS, the notices advised the recipients they could request a hearing to determine if there was cause for not reemploying them for the 2023-2024 school year, and that if they failed to timely request a hearing, that failure shall constitute a waiver of the right to a hearing and their services will accordingly be terminated pursuant to the recommendation, without a hearing; and

WHEREAS, certain affected employees did not request a hearing within the time allowed to determine if there is cause for not reemploying them for the ensuing 2023-2024 school year, thereby waiving any rights to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to the employees as required by law; and

WHEREAS, four (4) affected employees requested a hearing within the time allowed to determine if there is cause for not reemploying them for the ensuing 2023-2024 school year; however, they subsequently withdrew their requests for hearing and notices of participation, thereby waiving any rights to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to the employees as required by law; and

WHEREAS, because no employee requested a hearing, no hearing was necessary; and

WHEREAS, Education Code Section 44949, subdivision (c)(3), provides that this Board shall make the final determination as to the sufficiency of the cause and disposition of the layoff; and

WHEREAS, Education Code Section 44955, subdivision (c), requires final Board action and notifications to employees before May 15, unless that date is extended pursuant to Education Code Section 44949, subdivision (e); and

WHEREAS, although this Board is not required to consider or account for attrition occurring after March 15, 2023 in the implementation of Resolution No. 2022/23-HR-03, the Board nevertheless has determined that such attrition should be recognized and accounted for in the final implementation of Resolution No. 2022/23-HR-03; and

WHEREAS, the services to be discontinued and reduced as referenced in Resolution No. 2022/23-HR-03 are determined to be a particular kind of service within the meaning of Education Code Section 44955; and

WHEREAS, the particular kinds of services referenced in Resolution No. 2022/23-HR-03 will be discontinued and reduced within the meaning of Education Code Section 44955 at the end of the 2022-2023 school year; and

WHEREAS, except as otherwise authorized by statute, no employee with less seniority is being retained to render a service that any of the affected employees are certificated and competent to render, within the meaning of Education Code Section 44955(b); and

WHEREAS, sufficient cause exists for the termination of seven (7) full-time equivalent certificated positions, as described in the attached Exhibit A, including the temporary certificated employees released pursuant to Education Code Section 44954; and the cause relates to the welfare of the schools and the pupils thereof within the meaning of Education Code Section 44949;

NOW, THEREFORE, BE IT RESOLVED that this Board adopts this final decision.

BE IT FURTHER RESOLVED that, after accounting for attrition occurring prior to the date of this Resolution, sufficient cause exists for the termination of the services of seven (7) full-time equivalent probationary and/or permanent certificated employees as described in Exhibit A; and

BE IT FURTHER RESOLVED that the employment of the certificated employees are hereby terminated effective upon the close of this school year, i.e., the end of the last working day of the employee no later than June 30, 2023; and

BE IT FURTHER RESOLVED that this decision is effective immediately and that the Superintendent or her designee(s) may take such actions as are necessary and appropriate to implement this Board's decision, including giving appropriate notice to the certificated employees of the termination of services because of discontinuance and reduction of particular kinds of services to take effect upon the close of this school year, with the notice being given before May 15, 2023, in the manner prescribed in Education Code Section 44949; and

BE IT FURTHER RESOLVED that the Superintendent or designee is authorized to rescind final notices given to employees if, prior to the employees' last working day no later than June 30, 2023, the Superintendent or designee determines attrition occurring after the adoption of this Resolution has created a vacancy in a service that the employees are certificated and competent to render, provided that any such rescission shall be in the order of seniority; and

BE IT FURTHER RESOLVED that reemployment rights be afforded in accordance with the Education Code, if and when reemployment is offered and to the extent any reemployment rights are applicable to the employees.

The foregoing Resolution was **PASSED** and **ADOPTED** at a regular meeting of the Board of Trustees of the Anaheim Union High School District on the 4th day of May, 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the 4th day of May 2023 at its regular place of meeting, and passed by a roll call vote of all members of said Board, and which resolution is on file in the office of said Board.

IN WITNESS WHEROF, I have hereunto set my hand and seal this 4th day of May 2023.

Michael B. Matsuda
Superintendent and Secretary to the
Board of Trustees
Anaheim Union High School District
County of Orange, State of California

EXHIBIT A

Reduction or Elimination of Certain Certificated Services

The following particular kinds of services are to be reduced or eliminated at the end of the 2022-2023 school year:

PARTICULAR KINDS OF SERVICE OR PROGRAM CERTIFICATED POSITIONS	NUMBER OF FULL-TIME EQUIVALENTS
English (Permanent)	7

The Board of Trustees recognizes that a safe learning environment is conducive for effective education. As such, all animals, with the exception of a service animal, are prohibited on District property.

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors.

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs.

The superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present.

Legal Reference:
EDUCATION CODE
39839 Transportation Services

CIVIL CODE
54.2 Blind and Other Physically Disabled Persons

CALIFORNIA CODE OF REGULATION
13 CCR 1216 Transportation of Property

CODE OF FEDERAL REGULATIONS
28 CFR 35.104 Definitions
28 CFR 35.136 Service Animals

COURT DECISIONS
Sullivan v. Vallejo City Unified School District (1990) 731 F. Supp. 947

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Association of School Business Officials: http://www.casbo.org
California Department of Education: http://www.cde.ca.gov
California Department of General Services: https://www.dgs.ca.gov

Board of Trustees
Approved: TBD
B

Agreement

THIS AGREEMENT (Agreement) is made and entered into by and between the CITY OF CYPRESS, a charter city and California municipal corporation, and as the ex officio governing and controlling entity for the CYPRESS RECREATION AND PARK DISTRICT, a California special district (hereinafter collectively referred to as CYPRESS) and the ANAHEIM UNION HIGH SCHOOL DISTRICT, a California public school district (hereinafter referred to as AUHSD). CYPRESS and AUHSD are collectively referred to herein as the Parties and individually as a Party.

WHEREAS, AUHSD has an electronic marquee in front of Oxford Academy (Oxford), 5172 Orange Ave, Cypress, CA 90630.

WHEREAS, CYPRESS is contributing $20,000 towards the purchase and installation of the new electronic marquee (basis of design is Galaxy Outdoor Electronic Message Center GT6x Series- 10m RGB, or equal) at Oxford, as described in Exhibit A.

WHEREAS, AUHSD will allow Cypress to use the marquee to create and display content.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL PROMISES, COVENANTS AND CONDITIONS HEREIN CONTAINED, THE PARTIES HERETO AGREE AS FOLLOWS:

1. TERM

The term of this Agreement shall commence upon its execution and approval by the Parties' respective and it will be in effect for the duration of the marquee's life, which is expected to be no less than ten (10) years.

The District will notify CYPRESS when the marquee installation is complete, with an expected completion date of November 2023. Payment will be made upon the completion of marquee installation.

This agreement provides the regulations and the extent to which CYPRESS may utilize the Oxford marquee for the aforementioned purpose. District business will take precedence over CYPRESS for the use of the marquee.

2. USE OF MARQUEE

A. The CYPRESS City Manager or their designee will add all information to the marquee using a web-based account that grants access to the marquee.

B. The marquee slides will alternate between the needs of the AUHSD and CYPRESS.

C. The marquee will be displayed from 7:00 AM to 10:00 PM in accordance with ordinances.

D. AUHSD will be responsible for the marquee's maintenance, repair, and upkeep, such as software updates and cleaning of the display.

3. MEET AND CONFER

A. CYPRESS and AUHSD shall meet as needed to discuss any operational issues and correct any deficiencies.

4. ENTIRE AGREEMENT

This writing constitutes the entire Agreement between the Parties, with respect to the subject matter hereof, and supersedes all oral or written representations or written agreements that may have been entered into between the Parties. No modifications or revisions shall be in force or effect unless the same is in writing and executed by the Parties hereto.

CYPRESS shall defend, indemnify and hold AUHSD, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of CYPRESS, its officers, employees, agents, and Students.

AUHSD shall indemnify and hold CYPRESS, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent acts or omissions of AUHSD, its officers, employees, and agents.

5. ASSIGNMENT

Neither AUHSD nor CYPRESS may assign or transfer this Agreement, or any part thereof, without the written consent of the other party.

6. TERMINATION

The agreement should not terminate. If CYPRESS uses the marquee in a manner inconsistent with the uses contemplated in this agreement, AUHSD reserves the right to immediately suspend CYPRESS' use of the marquee until corrections are made.

7. NOTICES

Notices and communications concerning this Agreement shall be sent to the following addresses:

CYPRESS	AUHSD
Cypress Recreation & Park District	Anaheim Union High School District
5700 Orange Avenue	501 Crescent Way
Cypress, CA 90630	Anaheim, CA 92803
ATTN: Director of Cypress Recreation and Community Services	ATTN: District & Community Use Manager

8. EFFECTIVE DATE AND AUTHORITY

This Agreement is subject to the approval of AUHSD's Board of Trustees. It shall be deemed executed and effective immediately upon signatures by all parties and approval by the Board.

By signing below, the Parties agree to the terms of this Agreement.

CITY OF CYPRESS
A municipal corporation

By: _____

Title: _____

ANAHEIM UNION HIGH
SCHOOL DISTRICT

By: _____
Nancy C. Nien

Title: Assistant Superintendent, Business

EXHIBIT A

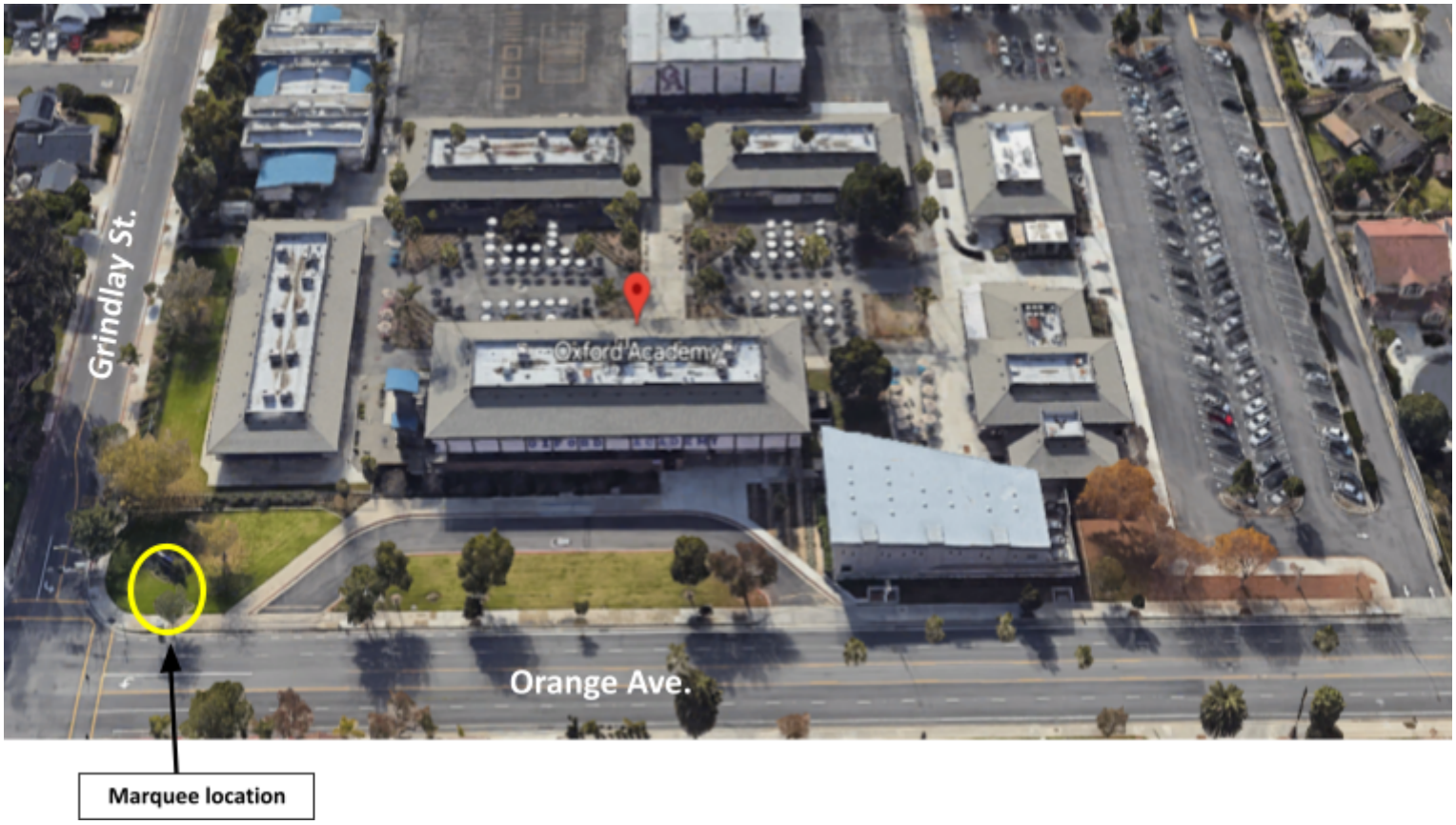
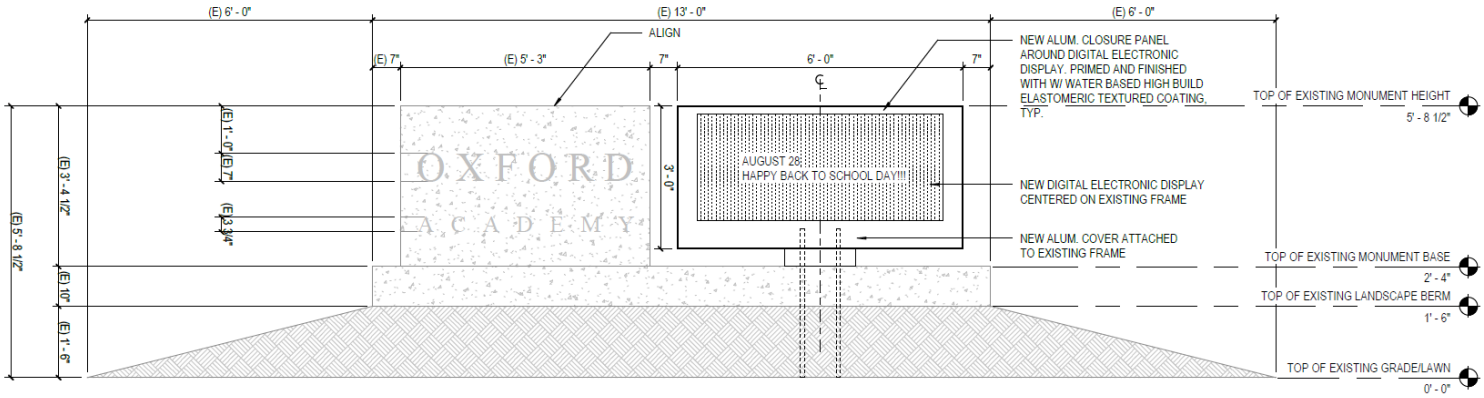


EXHIBIT A



GT6x-72X144-10-RGB-SF **Galaxy® Outdoor Electronic Message Center - GT6x Series - 10mm RGB**

Line Spacing:	*10mm*	***Ventilation:***	*Front*
Matrix:	*72 lines by 144 columns*	***Service Access:***	*Front Only-Can only access components from front*
LED Color:	*RGB- 281 Trillion Colors*	***Signal Connections:***	*Quick Connects External to Display*
Display Configuration:	*SF - single one sided display*	***Frames per Second:***	*60*

Model	**Description**

GT6x-72X144-10-RGB-SF **Galaxy® Outdoor Electronic Message Center - GT6x Series - 10mm RGB**

Line Spacing:	*10mm*	***Ventilation:***	*Front*
Matrix:	*72 lines by 144 columns*	***Service Access:***	*Front Only-Can only access components from front*
LED Color:	*RGB- 281 Trillion Colors*	***Signal Connections:***	*Quick Connects External to Display*
Display Configuration:	*SF - single one sided display*	***Frames per Second:***	*60*
Cabinet Design:	*Single Section per face*	***Dimming:***	*Automatic, Scheduled, or Manual*
Paint:	*Semi-Gloss Black All Around*	***Readable Viewing Angle:***	*160 degrees horizontal x 90 degrees vertical*
Active Area:	*2' 5" H X 4' 10" W (Approx. Dimensions)*	***Optimal Viewing Angle:***	*140 degrees Horizontal x 70 degrees Vertical*
Cabinet Dimensions:	*2' 11" H X 5' 1" W X 0' 7" D (Approx. Dimensions)*	***Weight:***	*Unpackaged 125 lbs per display; Packaged 275 lbs per display*
Max Power:	*825 watts/display*	***Compliance Info:***	*UL-Listed,FCC*

FACILITIES USE AGREEMENT

THIS AGREEMENT, (Agreement) is made and entered into by and between the CITY OF CYPRESS, a charter city and California municipal corporation, and as the ex officio governing and controlling entity for the CYPRESS RECREATION AND PARK DISTRICT, a California special district (hereinafter collectively referred to as CYPRESS) and the ANAHEIM UNION HIGH SCHOOL DISTRICT, a California public school district (hereinafter referred to as AUHSD). CYPRESS and AUHSD are collectively referred to herein as the Parties and individually as a Party.

WHEREAS, AUHSD has athletic fields located at Walker Junior High School (Walker), 8132 Walker St, La Palma, CA 90623, as set forth on Exhibit A; and

WHEREAS, CYPRESS organizes and conducts recreation activities that are provided for its residents and/or constituents, including at Arnold Cypress Park; and

WHEREAS, CYPRESS desires to use AUHSD's recreational facilities at Walker while Arnold Cypress Park is unavailable for its use due to construction.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL PROMISES, COVENANTS AND CONDITIONS HEREIN CONTAINED, THE PARTIES HERETO AGREE AS FOLLOWS:

1. TERM

The term of this Agreement shall commence upon execution and approval by the Parties' respective governing bodies and continue through the later of February 28, 2025 or completion of construction at Arnold Cypress Park, unless terminated by either Party pursuant to the terms of paragraph 8 below.

Upon commencement of construction at Arnold Cypress Park AUHSD shall permit CYPRESS to use Walker's baseball and softball fields, field restrooms, concession building, and main parking lot for baseball and softball purposes, without charge, as long as the use does not conflict with the regular conduct of school business. The first priority for use of AUHSD's facilities shall be regular school programs, including summer school activities, and upcoming construction projects (e.g., installation of solar arrays in parking lots). CYPRESS agrees to schedule the use of facilities pursuant to paragraph 3 below.

2. USE OF FACILITIES

A. AUHSD will allow the use of the field restrooms, and concession building, provided that CYPRESS 1) keeps them in a state of good repair during periods of their use and 2) provides day-to-day maintenance and custodial services as follows: sweeping, emptying trash, sanitizing, supplying, and stocking items such as paper towels, toilet paper, soap. CYPRESS will cover a three-hour overtime cost for deep cleaning provided by AUHSD custodial staff weekly at an hourly rate of $58.63. CYPRESS is required to cover additional operations, maintenance, and custodial services beyond reasonable wear and tear at a mutually agreed upon rate, such as, structural repairs, and replacement or repair of any major

equipment, deemed necessary by AUHSD.

B. AUHSD shall allow CYPRESS to sell pre-packaged food using the covered area outside of the snack bar.

C. CYPRESS shall enforce AUHSD rules, regulations, ordinances, and policies while directing recreation activities on AUHSD facilities. CYPRESS specifically acknowledges Board Policy 9701.01 (1330) and agrees to abide by the requirements and restrictions therein.

D. CYPRESS shall provide, at its own expense, any personnel necessary for the supervision of all recreational activities during its periods of use. Where minors are involved, users shall have at least one adult for every twenty-five minors present while using District facilities to ensure adequate control.

E. CYPRESS shall provide its own athletic and custodial supplies necessary to conduct recreation activities contemplated by this Agreement.

F. CYPRESS shall provide AUHSD with a minimum of fourteen (14) calendar days' notice when canceling approved facility use dates.

G. AUHSD will issue three (3) gate keys, three (3) restroom keys, and three (3) concession building keys to CYPRESS for the use by the Cypress Girls Softball organization to access the assigned areas pursuant to the terms of paragraph 2A. The three (3) gate keys will give access to the field through two gates from the parking lot. There will be two storage areas available to CYPRESS: the concession building and a gated area next to the concession building. The above locations are depicted on Exhibit A. CYPRESS agrees to return all keys to AUHSD at the end of the Term. In addition, CYRESS agrees to notify AUHSD immediately in the event that any issued key is lost, stolen, or otherwise misplaced.

H. AUHSD maintains responsibility for the day-to-day maintenance of athletic fields, such as regular mowing, weed control, field repairs, fixing sprinklers, and seasonal fertilizing.

I. CYPRESS agrees to perform the following work prior to using or allowing the use of Walker's fields (see Exhibit A):

a. Should CYPRESS wish to remove the infield grass on Fields 1 and 2, CYPRESS will be responsible to remove and dispose of the infield grass prior to adding a District approved infield mix.
b. In order to make the bullpens usable for the Cypress Girls Softball League, CYPRESS will remove and dispose of the grass and weeds on the edges of Fields 1 and 2 and replace them with DG dirt.
c. If AUHSD so chooses, AUHSD will permanently transfer and install up to six (6) of the 10' by 15' bleachers from Arnold Cypress Park to Walker.

3. SCHEDULING OF AUHSD FACILITIES

A. CYPRESS agrees to provide AUHSD a calendar of dates and times that they wish to reserve the facilities using AUHSD's Facilitron System. The general dates and times available for

permitted use are as follows:

Time Period	Monday-Thursdays	Saturdays-Sundays
June - July	4:00 pm - Dusk	8:00 am - Dusk
August – May	4:30 pm - Dusk	8:00 am - Dusk

There will be no use of the fields on the following dates: the weekend prior to Thanksgiving Day through New Year's Day; Martin Luther King Jr. Day; Lincoln Day; President's Day; Memorial Day; Independence Day; Labor Day; and Veterans' Day.

B. CYPRESS acknowledges and agrees that all user groups that are using an AUHSD facility for the first time must meet with AUHSD's authorized site representative in order to review AUHSD's facility use rules, regulations, and conditions.

4. MEET AND CONFER

A. CYPRESS and AUHSD shall meet as needed to discuss any operational issues and correct any deficiencies.

B. CYPRESS and AUHSD shall document any misuse of facilities under this Agreement. A written incident report must be submitted within three (3) business days after the incident occurred. CYPRESS and AUHSD shall provide written responses to all incident reports within five (5) days of receipt. Action which results from the incident reports, including reduction or cancellation of scheduled facility use shall be by mutual agreement between CYPRESS and AUHSD.

5. INDEMNIFICATION AND INSURANCE

A. CYPRESS shall indemnify, defend, and hold harmless AUHSD, its officers, agents, employees, representatives, and volunteers from damage to AUHSD's property, for fees incurred in pursuing any claim of indemnity, for injury to or death of any person, and from all claims, demands, actions, liability, or damages of any kind or nature arising out of or in connection with activities or programs sponsored by CYPRESS at AUHSD's facilities, except where caused by the active negligence, passive negligence, or willful misconduct of AUHSD.

B. AUHSD shall indemnify, defend and hold harmless CYPRESS, its officers, agents, employees, representatives, and volunteers from damage to CYPRESS' property, for fees incurred in pursuing any claim of indemnity, and for injury to or death of any person and from all claims, demands, actions, liability, or damages of any kind or nature arising out of or in connection with activities or programs sponsored by AUHSD at CYPRESS' facilities, except where caused by the active negligence, passive negligence, or willful misconduct of CYPRESS.

C. In the event that AUHSD or CYPRESS is found to be comparatively at fault for any claim, action, loss or damage which results from their respective obligations under this Agreement, AUHSD

and/or CYPRESS shall indemnify the other to the extent of its comparative fault.

The parties' indemnification obligations set forth above are conditioned on the following: (a) the indemnified party must provide the indemnifying party with: (i) prompt written notice of such claim (but in any event notice in sufficient time for the indemnifying party to respond without prejudice); (ii) the exclusive right to control and direct the investigation, defense and settlement (if applicable) of such claim; except that the indemnified party may participate in such defense at its own cost; and (iii) all reasonable necessary cooperation at the indemnifying party's expense in defending the claim; and (b) the indemnifying party will not settle any indemnifiable claim without the indemnified party's prior written consent to the extent such settlement requires the indemnified party to admit any liability or pay any amount not reimbursed by the indemnifying party. The parties' indemnification obligations provided herein survive expiration or termination of this Agreement.

D. A program of Workers' Compensation insurance or a State-approved, Self-Insurance Program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits, covering all persons providing services on behalf of CYPRESS and all risks to such persons under the agreement.

If CYPRESS has no employees, it may certify or warrant to AUHSD that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by AUHSD'S Director of Risk Management.

With respect to Schools that are non-profit corporations organized under California or Federal law, volunteers for such entities are required to be covered by Workers' Compensation insurance

E. Commercial/General Liability Insurance

CYPRESS shall carry General Liability Insurance covering all operations performed by or on behalf of the CYPRESS providing coverage for bodily injury and property damage with a combined single limit of not less than one million dollars ($1,000,000), per occurrence. The policy coverage shall include:

1) Premises operations and mobile equipment.
2) Products and completed operations.
3) Broad form property damage (including completed operations).
4) Explosion, collapse and underground hazards.
5) Personal Injury.
6) Contractual liability.
7) $2,000,000 general aggregate limit.

F. Automobile Liability Insurance

Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired, and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

If CYPRESS is transporting one or more non-employee passengers in performance of agreement services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for

bodily injury and property damage per occurrence. If CYPRESS owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

G. Umbrella Liability Insurance

An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury. The coverage shall also apply to automobile liability.

H. Additional Insured – All policies, except for the Workers' Compensation, Errors and Omissions and Professional Liability policies, shall contain endorsements naming AUHSD and its officers, employees, agents and volunteers as additional insureds with respect to liabilities arising out of the performance of services hereunder. On the Commercial General Liability policy, such additional insured coverage shall be at least as broad as Additional Insured endorsement form ISO, CG 2026.04.13.

I. Waiver of Subrogation Rights

CYPRESS shall require the carriers of required coverages to waive all rights of subrogation against AUHSD, its officers, employees, agents, volunteers, contractors, and subcontractors. This does not apply to the Professional Liability/E&D Insurance policies. All general or auto liability insurance coverage provided shall not prohibit CYPRESS and CYPRESS's employees or agents from waiving the right of subrogation prior to a loss or claim. CYPRESS hereby waives all rights of subrogation against AUHSD, but only to the extent that CYPRESS's insurers have waived their rights of subrogation.

J. Policies Primary and Non-Contributory

All policies under which AUHSD is named as an Additional Insured are to be primary and non-contributory with any insurance or self-insurance programs carried or administered by AUHSD.

K. Severability of Interests

CYPRESS agrees to ensure that coverage provided to meet these requirements is applicable separately to each insured and there will be no cross liability exclusions that preclude coverage for suits between the CYPRESS and AUHSD or between AUHSD and any other insured or additional insured under the policy.

6. ENTIRE AGREEMENT

This writing constitutes the entire Agreement between the Parties with respect to the subject matter hereof and supersedes all oral or written representations or written agreements that may have been entered into between the Parties. No modifications or revisions shall be in force or effect unless the same is in writing and executed by the Parties hereto.

7. ASSIGNMENT

Neither AUHSD nor CYPRESS may assign or transfer this Agreement, or any part thereof, without the written consent of the other party.

8. TERMINATION

Either CYPRESS or AUHSD may terminate this Agreement for any reason or no reason upon giving the other Party at least thirty (30) calendar days written notice.

9. NOTICES

Notices and communications concerning this Agreement shall be sent to the following addresses:

CYPRESS	AUHSD
Cypress Recreation & Park District	Anaheim Union High School District
5700 Orange Avenue	501 Crescent Way
Cypress, CA 90630	Anaheim, CA 92803
ATTN: Director of Cypress Recreation and Community Services	ATTN: District & Community Use Manager

10. EFFECTIVE DATE AND AUTHORITY

This Agreement is subject to the approval of AUHSD's Board of Trustees. It shall be deemed executed and effective immediately upon signatures by all parties and approval by the Board.

By signing below, the Parties agree to the terms of this Agreement.

CITY OF CYPRESS
A municipal corporation

By: _____

Title: _____

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____
Nancy C. Nien

Title: Assistant Superintendent, Business

Exhibit A
Walker Junior High School Site Plan

AGREEMENT

THIS AGREEMENT, dated for purposes of identification only this 5th day of May, 2023, is made and entered into by and between the

CITY OF ANAHEIM, a municipal corporation, hereinafter referred to as "ANAHEIM,"

A
N
D

ANAHEIM UNION HIGH SCHOOL DISTRICT, a public school district, hereinafter referred to as "SCHOOL DISTRICT."

W I T N E S S E T H:

WHEREAS, SCHOOL DISTRICT has athletic fields at the following school locations in the City of Anaheim:

Trident Education Center, 1800 W. Ball Road, Anaheim, CA 92804

South Jr. High School, 2320 E. South Street, Anaheim, CA 92806

Sycamore Jr. High School, 1801 East Sycamore Street, Anaheim, CA 92805

WHEREAS, Trident Education Center and South Jr. High School shall make their athletic fields available to Non-Profit Youth Organizations for use in accordance with this Agreement and as shown in Exhibit "B", attached hereto and incorporated herein by reference; and

WHEREAS, Sycamore Jr. High School shall make its athletic fields available to Non-Profit Youth Organizations and also make the fields available for "park like" use as shown in Exhibit "B"; and

WHEREAS, "park like" use shall be defined as public access to the field for passive recreation and such use shall be in accordance with the provisions of Anaheim Municipal Code Chapter 13.08; and

WHEREAS, SCHOOL DISTRICT has agreed to waive charges for use of such athletic fields by non-profit youth organizations in Anaheim (hereinafter referred to as "Non-Profit Youth Organizations"); and

WHEREAS, both ANAHEIM and SCHOOL DISTRICT have experienced vandalism in ANAHEIM's parks and SCHOOL DISTRICT's playgrounds; and

WHEREAS, as such, ANAHEIM agrees to have its Park Rangers patrol those schools listed above during use of those athletic fields at the times further specified herein.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL PROMISES, COVENANTS AND CONDITIONS HEREIN CONTAINED, THE PARTIES HERETO AGREE AS FOLLOWS:

1. USE OF FACILITIES

A. SCHOOL DISTRICT shall waive charges for Non-Profit Youth Organizations' use of its athletic fields for the above-named schools. The general dates and times available for permitting are as follows:

Time Period	**Weekdays**	**Weekends**
June - July	8:00 am – 8:00 pm	8:00 am – dusk
August – October	5:00 pm – 8:00 pm	8:00 am – dusk
November – February	4:30 pm – 6:00 pm	8:00 am – dusk
March – May	5:00 pm – 8:00 pm	8:00 am – dusk

SCHOOL DISTRICT shall provide ANAHEIM with site specific use schedule by November 1 of each year with all available dates and times. Additionally, a 7-week period will be identified for the following calendar year by SCHOOL DISTRICT and ANAHEIM when sites will not be available for permitting due to renovation or maintenance. SCHOOL DISTRICT shall provide ANAHEIM with a report every six months detailing the permitted use that has resulted from this Agreement.

B. SCHOOL DISTRICT and ANAHEIM agree that ANAHEIM shall have staff present at all times during use of the Sycamore Jr. High School for "park like" use.

C. SCHOOL DISTRICT shall continue day-to-day maintenance of the athletic fields to maintain the fields in a safe and playable surface, in accordance with attached Exhibit "A". ANAHEIM shall not bear any responsibility of the maintenance of the athletic fields.

D. During the term of this Agreement, ANAHEIM shall provide SCHOOL DISTRICT with Fifty Thousand Dollars and No/100 Cents ($50,000.00) per year for improvements and annual maintenance costs.

The scope of work for the renovations and ongoing maintenance will specifically include work outlined in Exhibit "A". Yearly renovation/maintenance dates as will be identified agreed upon by SCHOOL DISTRICT and ANAHEIM. During the renovation/maintenance dates the fields will be closed and no play shall take place.

E. ANAHEIM shall make payment to SCHOOL DISTRICT on the following schedule: Fifty Thousand Dollars and No/100 Cents ($50,000.00) will be due to SCHOOL DISTRICT no later than June 15th prior to the year of use.

F. ANAHEIM agrees to provide and regularly maintain portable restrooms for any user group use of the SCHOOL DISTRICT athletic fields identified herein. Portable restroom placement must be approved by SCHOOL DISTRICT and secured in a manner that would prevent them from being moved.

G. ANAHEIM shall submit all requests for use of SCHOOL DISTRICT facilities by approved Youth Sports Organizations to SCHOOL DISTRICT. SCHOOL DISTRICT shall review all requests and provide approval when appropriate. ANAHEIM may confirm and permit use of SCHOOL DISTRICT facilities by YSOs after receipt of approval from SCHOOL DISTRICT.

H. ANAHEIM and SCHOOL DISTRICT agree that ANAHEIM shall be responsible for litter removal at Sycamore Jr. High School "park like" use which includes trash pick-up, emptying of trash cans and disposal of trash offsite as part of closing procedures.

I. ANAHEIM shall hold permittees accountable for litter removal at Trident Education Center and South Junior High School.

J. Upon thirty (30) day prior written notice to ANAHEIM, SCHOOL DISTRICT shall have priority of use these fields for regular school programs and unexpected school events or construction activities.

2. PARK RANGERS PATROL

ANAHEIM agrees to provide personnel and vehicles during the Term of the Agreement, to patrol the schools which are subject of this Agreement in an effort to control vandalism pursuant to the Park Ranger Program. Personnel shall patrol the three school sites during hours of the rentals at the school sites listed in this Agreement.

3. TERM OF AGREEMENT

The term of this Agreement shall commence on the Effective Date, and shall continue in effect for five (5) years commencing on the Effective Date of this Agreement, unless terminated earlier pursuant to Section 8 below.

4. INDEMNIFICATION

Each party hereto agrees to indemnify, defend and hold harmless the other contracting party, its officers, agents, employees and representatives from and against all claims, demands and actions in connection with the negligent or acts, errors or omissions of the indemnifying party, its officers, agents, employees and representatives in the performance of this Agreement. In no event shall ANAHEIM be liable for any vandalism which may occur at the school facilities listed in this Agreement. Neither ANAHEIM NOR SCHOOL DISTRICT SHALL have any duty to indemnify, defend or hold harmless for those claims, demands, and actions arising out of the sole negligence or willful misconduct of the other party,

5. ENTIRE AGREEMENT

A. This writing constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all oral or written representations or written agreements which may have been entered into between the parties. No modification or revision shall be of any force or effect, unless the same is in writing and executed by the parties hereto.

B. If any provision of this Agreement shall be held invalid, such invalidity shall not affect the other provisions hereof, and to this extent, the provisions of this Agreement are intended to be and shall be deemed severable. The parties shall agree, if reasonably practicable, upon provisions which are equivalent from an economic point of view to replace any provision which is determined to be invalid.

6. ASSIGNMENT

Neither SCHOOL DISTRICT nor ANAHEIM may assign or transfer this Agreement, or any part thereof, without the written consent of the other party.

7. GOVERNING LAW

This Agreement shall be governed by the laws of the State of California. If any portion of this Agreement is held invalid under any applicable statute or rule of law, then such portion only shall be deemed invalid.

8. TERMINATION

Either ANAHEIM or SCHOOL DISTRICT may terminate this Agreement upon giving the other party at least six months prior written notice.

9. NO THIRD PARTY RIGHTS

The parties intend not to create rights in, or to grant remedies to, any third party as a beneficiary of this Agreement or of any duty, covenant, obligation or undertaking established herein.

10. NOTICES

Notices and communication concerning this Agreement shall be sent to the following addresses:

ANAHEIM

City of Anaheim
Attention: City Clerk
200 S. Anaheim Boulevard
Anaheim, CA 92805

SCHOOL DISTRICT

Anaheim Union High School District
Attention: Assistant Superintendent, Business
501 N. Crescent Way
Anaheim, CA 92801

WITH COPIES TO

City of Anaheim
Community Services Department
Attention: Superintendent Facility Scheduling
200 S. Anaheim Boulevard, Suite 433
Anaheim, CA 92805

Either party may, by notice to the other party, change the address specified above. Service of notice or communication shall be complete, if personally served, when received at the designated address, or five (5) days after deposit of said notice or communication in the U.S. mail.

11. AUTHORITY AND EFFECTIVE DATE

A. SCHOOL DISTRICT and SCHOOL DISTRICT's signators represent that the signators hold the positions set forth below their signatures and that the signators are authorized to execute this Agreement on behalf of SCHOOL DISTRICT and to bind SCHOOL DISTRICT hereto.

B. ANAHEIM and ANAHEIM's signators represent that the signators hold the position set forth below their signatures and that the signators are authorized to execute this Agreement on behalf of ANAHEIM and to bind ANAHEIM hereto.

C. The effective date of this Agreement shall be the latest date of execution hereinafter set forth opposite the names of the signators hereto ("Effective Date").

(Remainder of page intentionally left blank; signatures on next page)

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the dates hereinafter respectively set forth.

DATE OF EXECUTION:

_____

CITY OF ANAHEIM
a municipal corporation

By: _____

"ANAHEIM"

ATTEST:

By: _____
City Clerk of Anaheim

DATE OF EXECUTION:

_____

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____

Title: Assistant Superintendent, Business

Printed Name: Nancy C. Nien

"SCHOOL DISTRICT"

APPROVED AS TO FORM:
ROBERT FABELA, CITY ATTORNEY

By: _____
Bryn M. Morley
Deputy City Attorney

Dated: _____

147241.2

EXHIBIT A

On-going maintenance at all three schools will include the following:

- Weekly, weather-based irrigation of all fields
- Periodic inspection and repairs to sprinklers
- Weekly mowing or as needed, depending on time of year.
- Aerate 3 times per year
- Annual herbicide applications; includes selective and non-selective herbicide applications to control weeds.
- Annual fertilization, slow release fertilizer at 5LB nitrogen per 1000 sf
- Thatching and over seeding (renovation)
- Mow, thatch and remove spoils
- Overseed with sports blend top with organic topper
- Adjust irrigation to establish new grass

EXHIBIT B

[ATTACHED BEHIND THIS PAGE]

SOUTH JUNIOR HIGH

EXHIBIT B

04/14/2023

SYCAMORE JUNIOR HIGH

EXHIBIT B

04/14/2023

TRIDENT EDUCATION CENTER

EXHIBIT B

04/14/2023

Parcel No.: 253-491-02
Project: South Street Rehabilitation from State College Boulevard to Sunkist Street
Address: 2320 South Street – South Junior High School
(714) 999-3667

CITY OF ANAHEIM
RIGHT OF ENTRY

Permission is hereby granted to the City of Anaheim (hereinafter called "City"), its officers, agents, employees and persons under contract with the City and their employees and invitees, the right to temporarily enter upon a portion of the real property (the "Property") of the undersigned (hereinafter called "Owner") for the purpose of driveway reconstruction, as part of the South Street Rehabilitation from State College Boulevard to Sunkist Street Project. Said driveway reconstruction shall be accomplished by City without cost to owner. Prior to performing any work, the City shall obtain Owner's prior written approval (which shall not be unreasonably withheld) of the plans, methods and schedule thereof. In addition, all contractors entering upon the Property shall procure and maintain insurance reasonably approved by Owner prior to entry. No entry shall [unreasonably] interfere with the use or operations of Owner or its tenants or invitees.

By use or entry under this Right of Entry, City shall indemnify and defend Owner, and its members, agents and employees against, and will hold them and save them, and each of them, harmless from any and all actions, claims, damages to persons or property, penalties, obligations, liability, costs, losses or expenses (including reasonable attorneys' fees and costs) that may be asserted or claimed by any person, firm, entity, corporation, political subdivision or other organization arising out of or in connection with the work described above.

It is expressly understood that this Right of Entry shall not, in any way whatsoever, grant or convey any permanent easement or other interest is said property to the City.

This Right of Entry shall become effective upon fourteen (14) days written notice to the owner by the City and shall expire within six (6) months after becoming effective.

IN WITNESS WHEREOF, the undersigned have executed this Right of Entry as of the date first written below.

Owner:

_____

Nancy Nien, Asst. Superintendent, Business
Anaheim Union High School District

Date: _____

APPROVED AS TO FORM:
ROBERT FABELA, CITY ATTORNEY

By: _____
Bryn M. Morley
Deputy City Attorney

ACCEPTED AND APPROVED
THE CITY:

THE CITY OF ANAHEIM

_____
Rudy Emami, Director of Public Works

Date: _____

St. Thomas Korean Catholic Center
412 N. Crescent Way
Anaheim, CA 92801

FACILITY USE AGREEMENT

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 N. Crescent Way

THIS AGREEMENT dated **April, 03 2023**, ("Effective Date") is by and between St. Thomas Korean Catholic Center ("STKCC") and **ANAHEIM UNION HIGH SCHOOL DISTRICT**

WHEREAS, STKCC and **ANAHEIM UNION HIGH SCHOOL DISTRICT** entered into that certain Facility Use Agreement dated April 03th, 2023, as (hereinafter collectively referred to as the "Agreement"); and

WHEREAS, STKCC and **ANAHEIM UNION HIGH SCHOOL DISTRICT**, seeks to enter and use a portion of the parking lot for employee parking, **EXHIBIT A.**

NOW, THREFORE, STKCC and **ANAHEIM UNION HIGH SCHOOL DISTRICT** hereby agree as follows:

ARTICLE 1 – GRANT OF PARKING PERMIT

1. Grant. STKCC hereby grants to **ANAHEIM UNION HIGH SCHOOL DISTRICT** and to its employees and staff a non- exclusive, revocable permit to enter and use the Premises for the purposes, and at the times, set forth in Article 3, below.

ARTICLE 2 – TERM

2. The term of this Agreement shall be for the period from April 03, 2023 to whenever agreed with each other based on month to month. ("Term").

ARTICLE 3 – USE OF PREMISES

3.1 **ANAHEIM UNION HIGH SCHOOL DISTRICT** Use. **ANAHEIM UNION HIGH SCHOOL DISTRICT** shall use the south parking spaces in the designated area shown on Exhibit A for parking for employees and staff related to the operation of **ANAHEIM UNION HIGH SCHOOL DISTRICT**.

3.2 Time of Use. **ANAHEIM UNION HIGH SCHOOL DISTRICT** use of the Premises shall be at the following times and days of the week: Monday through Friday from 4:00 am to 6:00 pm.

3.3 Special Events. From time to time, STKCC may require the use of its entire parking lot on specific days and times. On such occasions, STKCC shall notify **ANAHEIM UNION HIGH SCHOOL DISTRICT** as soon as possible, but no later than 24 hours in advance and **ANAHEIM UNION HIGH SCHOOL DISTRICT** shall direct its employees to park at an alternate location not owned by STKCC. Prior to

notifying **ANAHEIM UNION HIGH SCHOOL DISTRICT** that they need to park at an alternate location, STKCC will try to accommodate **ANAHEIM UNION HIGH SCHOOL DISTRICT** at another on-site location whenever possible.

ARTICLE 4 – CONSIDERATION

4. As total consideration for its use of the Premises, **ANAHEIM UNION HIGH SCHOOL DISTRICT** shall pay STKCC $0 per month based on number of spaces.

ARTICLE 5 – INDEMNIFICATION

5. **ANAHEIM UNION HIGH SCHOOL DISTRICT** shall indemnify, defend and hold harmless STKCC, its officers, agents, partners, and employees, from and against any Claims arising out of our in any way connected with this Agreement including, without limitation, Claims for loss or damage to any property. Or for death or injury to any person or persons but only in proportion to and to the extent that such Claims arise from the negligent or intentional acts or omissions of STKCC, its officers, agents, or employees.

IN WITNESS WHEREOF, the parties have executed this Facility Use Agreement as of the date first written above.

St. Thomas Korean Catholic Center

BY: _____
signature of owner or authorized agent

JASON BAEK BM
Print name/ Title

ANAHEIM UNION HIGH SCHOOL DISTRICT

BY: _____
signature of owner or authorized agent

Nancy Nien
Print name/ Title

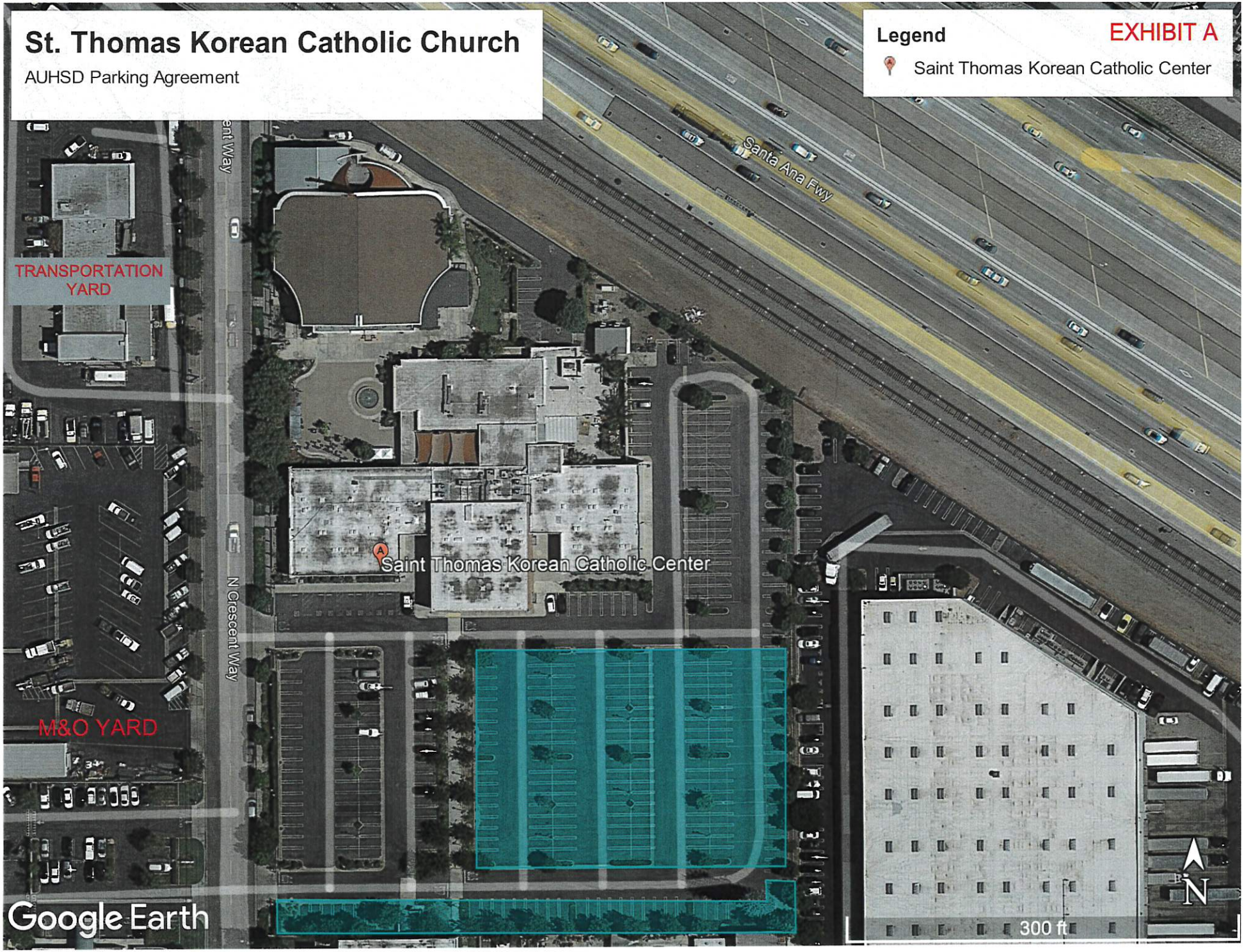

St. Thomas Korean Catholic Church
AUHSD Parking Agreement
Legend
EXHIBIT A
Saint Thomas Korean Catholic Center
TRANSPORTATION YARD
M&O YARD
Saint Thomas Korean Catholic Center
N Crescent Way
Santa Ana Fwy
Google Earth
300 ft
N

EXHIBIT K

Pricing Proposal
Quotation #: 23287439
Created On: 3/30/2023
Valid Until: 5/31/2023

CA-City of Anaheim Union High School District

Erik Greenwood
501 N. Crescent Way
Anaheim, CA 92801
UNITED STATES
Phone: (714) 999-3765
Fax:
Email: greenwood@auhsd.us

Senior Inside Account Executive

Francesca Lima
290 Davidson Ave
Somerset, NJ, 08873
Phone: 732-652-3092
Fax: 732-652-3099
Email: Francesca_Lima@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	VMware vSphere Enterprise Plus - (v. 8) - license - 1 processor - academic VMware - Part#: VS8-EPL-A Contract Name: California Multiple Award Schedule (CMAS) Contract #: 3-23-04-1003	18	$2,099.45	$37,790.10
2	VMware Support and Subscription Production - Technical support - for VMware vSphere Enterprise Plus Edition (v. 8) - 1 processor - academic - phone consulting - 3 years - 24x7 - response time: 30 min VMware - Part#: VS8-EPL-3P-SSS-A Contract Name: California Multiple Award Schedule (CMAS) Contract #: 3-23-04-1003	18	$2,498.50	$44,973.00

Subtotal	$82,763.10
Shipping	$0.00
*Tax	$0.00
Total	$82,763.10

*Tax is estimated. Invoice will include the full and final tax due.

Additional Comments

VMware production support now includes Skyline, a feature the helps avoid problems before they occur. You can register for the additional support HERE

Please note the following:

1) VMware EULA -- VMware EULA
2) VMware Does Not offer a standard return policy
3) Service offerings are non-refundable
4) PSO Credits are only active for 1 Year

Please note, if Emergency Connectivity Funds (ECF) will be used to pay for all or part of this quote, please let us know as we will need to ensure compliance with the funding program.

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

CLASS CHAT INC.
PROPOSAL FOR CLASS CHAT SUBSCRIPTION

For School Districts

OVERVIEW

Class Chat Inc. is pleased to submit this proposal for Class Chat subscriptions to The Anaheim Union High School District to support your efforts of improving classroom communication and engagement.

OUR PROPOSAL

The Anaheim Union High School District has a solid reputation of supporting its students so they graduate socially aware, civic-minded and are life ready. Class Chat Inc. was founded by a former AUHSD student, Emanuel Tafese, a graduate of Cypress High School class of 2021. The possibility that AUHSD would utilize the product from one of their own graduates is a success story that can be celebrated by the district.

Class Chat has been in use at Cypress High School under a no charge pilot program for part of last school year and for all this school year to date. The app has been widely adopted and maintains high daily use rates. The app has been used in Walker Junior High School and Cambridge Virtual Academy as well.

This solution allows for seamless, secure, and organized communication for everyone in and outside the classroom. Some of the features of the solution include:

Easy to use –

- Log in with school google account and your classes show up. You are now ready to chat.

Enhanced Features –

- Ability to send images by clicking the camera icon.
- A members list; just click the words member and you can direct message any user in your class.
- A word filter to disallow inappropriate words in chats.
- A way for administrators to moderate and/or review flagged chats.
- Ability for students to block others as well as flag inappropriate chats.

- The ability to change display name as well as profile picture. Teachers will always still see student id even if display name is changed.
- The ability for teachers to turn off class group chats when they want to. (they are defaulted off)
- The ability to delete chats. (Chats are logged even if deleted in the event they need to be reviewed later)
- Integration with Student Information Systems such as Aeries.
- Group Chat collaboration

Benefits –

- All teachers and students are easily and securely reachable in one place.
- All class communications are automatically joined through one google sign in. No more having to setup chatrooms, rely on email, or relying on a platform not solely created for schools.
- All class communication becomes manageable through one platform, no more text/email spam.
- No more long email threads with students.
- Perfect for classes, clubs and sports teams.
- All users are school members only. No outside users are able to join in and disrupt communication.
- Ability to send school wide messages to every user on every device.
- Higher school engagement as a whole.
- Liability of external chatrooms removed and top of the line moderation features available to use.
- Moderation features hold all users accountable.
- Centralized communication allows for higher outreach.

Execution Strategy

Class Chat is currently being piloted at Cypress High School, CVA and Walker Junior Highschool and has been in use since the start of this school year. It has been heavily used and well received. However, because Class Chat Inc. does not have unlimited funding, the business needs to collect revenue in order to succeed.

We are prepared to offer a discount for a district wide license as well as a reduced subscription cost due to the participation in the pilot program. Price details are noted below in the Pricing Table.

PRICING

The following table details the pricing for delivery of the services outlined in this proposal. This pricing is valid for 60 days from the date of this proposal.

Subscription Cost for one or more Individual School Subscription	**Annual Price per User (Students, Teachers and Staff)**
Individual Schools (includes all students and staff noted on most recent CBEDS reporting period).	$3
Subscription Cost for a District license	
All students and staff noted on most recent CBEDS reporting period.	$2.50

DETAILED COSTS:

School	ADA as of CBEDS 10/2022	Price	Total
Cypress High School	2865	$3	$8,595
CVA and CVA at Polaris	808	$3	$2,424
Walker Junior High School	909	$3	$2,727
Total			**$13,746**

Data from: Enrollment by Grade - Anaheim Union High (CA Dept of Education)

CONCLUSION

We look forward to working with The Anaheim Union High School District and supporting your efforts to improve classroom communication.

If you have questions on this proposal, feel free to contact Emanuel Tafese at your convenience by email at emanuel@classchat.us or Greg Lindner by email atgreg@classchat.us, or by telephone at 562.225.7731

Thank you for your consideration,

Emanuel Tafese
CEO

Greg Lindner
COO

EXHIBIT M

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Anaheim Union High School District District CDS Code: 66431

Name of County: Orange County CDS Code: 030

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05/04/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Michael Matsuda		Superintendent
Name	*Signature*	*Title*
(714) 535-1706	(714)999-3501	
Fax Number	*Telephone Number*	*Date*

501 N. Crescent Way, Anaheim, CA 92801
Mailing Address

jojola_t@auhsd.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	15
Bilingual Authorization (applicant already holds teaching credential)	15
List target language(s) for bilingual authorization: Spanish, Mandarin, Korean, Arabic, Vietnamese	
Resource Specialist	10
Teacher Librarian Services	5

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	10
Special Education	5
TOTAL	17

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Science: Chemistry	2
Art	1
Mathematics	4
Science: Physics	3
Mod/Sev	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☑ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 10

If yes, list each college or university with which you participate in an internship program.

CSUF, CSULB, Chapman University, Alliant, National, UCI, and APU

If no, explain why you do not participate in an internship program.

frontline education

Exhibit A Frontline Customer Order Form
Q-143167

1400 Atwater Drive Malvern, PA 19355

04/20/2023

Customer:	Order Form Details:
Anaheim Union High School District 501 N CRESCENT WAY ANAHEIM, California, 92801-5499 United States	**Pricing Expiration:** 5/05/2023 **Quote Currency:** USD **Account Manager:** George Hoffman
Contact: Nancy Nien	**Startup Cost Billing Terms:** One-Time, Invoiced after signing
Title: Asst. Superintendent-Business and Finance	**Subscription Billing Frequency:** Annual
Phone: (714)999-3555	**Sale Type:** New
Email: nien_n@auhsd.us	**Initial Term:** 7/01/2023 – 6/30/2024

Pricing Overview	Amount
One-Time Fees	**$2,600.00**
Annual Recurring Fees	**$19,800.00**

One-Time Fees Itemized Description	Quantity	Amount (each)	Amount
Frontline Implementation	1	$2,600.00	$2,600.00

Annual Recurring Fees Itemized Description	Start Date	End Date	Amount
Financial Planning Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2023	6/30/2024	$19,800.00

1400 Atwater Drive Malvern, PA 19355

04/20/2023

Additional Order Form Information

Tax Information

Tax Exemption: We currently don't have a tax exemption certificate on file for you. Please use this link to upload your tax exemption certificate. Otherwise, the appropriate tax will be applied at the time of invoicing.

PO Information

PO Status: Purchase order to follow

PO #:

Note: If a Purchase Order is required, Customer shall submit the PO to Frontline within ten (10) business days of signing this Order Form by emailing it to billing@frontlineed.com, otherwise a PO shall not be required for payment

1400 Atwater Drive Malvern, PA 19355

04/20/2023

Invoicing Schedule	Due Date	Amount	
Invoice: One Time	**Upon Signing**	**$2,600.00**	**+ applicable sales tax**
Frontline Implementation		$2,600.00	
Invoice: Annual	**7/31/2023**	**$19,800.00**	**+ applicable sales tax**
Financial Planning Analytics Subscription - powered by Forecast5, usage for up to 5 employees		$19,800.00	

1400 Atwater Drive Malvern, PA 19355

04/20/2023

MASTER SERVICES AGREEMENT

This Master Services Agreement is made effective as of the date of the signature below (the "Effective Date") by and between Frontline Technologies Group LLC dba Frontline Education, its subsidiaries and affiliates with an address at 1400 Atwater Drive, Malvern, PA 19355 (collectively "Frontline"), and the client identified below ("Client"). Frontline and Client are sometimes referred to herein, individually, as a "Party" and, collectively, the "Parties."

By signing below, the Parties agree to be legally bound by the terms and conditions contained in the Frontline Master Services Agreement ("Master Services Agreement", which is available at https://www.frontlineeducation.com/master-services-agreement/ and is incorporated herein by reference. The attached Order Form, exhibits (if any), Statements of Work and the referenced Master Services Agreement are collectively the "Agreement". To place orders subject to this Agreement, at least one Order Form (as defined in the Master Services Agreement) must be incorporated into this Agreement. Client may make future purchases of products and services from Frontline (and its subsidiaries and affiliates) under this Master Services Agreement by executing an Order Form and any future Order Forms without an attached or referenced Master Services Agreement will be deemed subject to this Master Services Agreement. This Agreement constitutes the complete and exclusive statement of the agreement between the Parties with respect to the Software and the Services set forth herein and any other software, products or other services provided by Frontline or any of its affiliates or predecessors prior to the Effective Date. For the avoidance of doubt, this Agreement supersedes any and all prior oral or written communications, proposals, RFPs, contracts, and agreements (including all prior license and similar agreements) and the Parties hereby terminate any such agreements. In the event of a conflict between the provisions of the Terms and Conditions and the provisions of any Statement of Work or any Order Form or any Order Form Terms and Conditions, the provisions of the Statement of Work or Order Form or Order Form Terms and Conditions, as applicable, shall govern, but only with respect to the services forth in the Statement of Work or that particular Order Form.

Frontline Technologies Group LLC dba Frontline Education	**Anaheim Union High School District**
Signature: Scott Crouch	Signature:
Name: Scott Crouch	Name: Nancy C. Nien
Title: Vice President of Financial Operations	Title: Assistant Superintendent, Business
Address: 1400 Atwater Drive Malvern, PA 19355	Address: 501 N CRESCENT WAY ANAHEIM, California 92801-5499
Email: billing@frontlineed.com	Email: nien_n@auhsd.us
Effective Date: 4/21/2023	

ANAHEIM UNION HIGH SCHOOL DISTRICT

ANAHEIM ELEMENTARY SCHOOL DISTRICT PRESCHOOL PROGRAM MEAL AGREEMENT

THIS AGREEMENT, entered into this 30th day of June 2023, shall govern the providing of meals by the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD), 501 N. Crescent Way, Anaheim, CA 92803 to: ANAHEIM ELEMENTARY SCHOOL DISTRICT (AESD) – PRESCHOOL PROGRAM, 1001 S. East Street, Anaheim, CA 92805. Sites covered by this agreement are: Hermosa Village located at 1515 S. Calle Del Mar, Anaheim, CA 92802, Pradera Preschool located at 130 N. Citrus Ranch Rd., Anaheim, CA 92805, and Vintage Crossing Preschool located at 700 E, South Street, Anaheim, CA 92805.

THIS THREE-YEAR AGREEMENT is to begin July 1, 2023, and terminate June 30, 2026.

Meals will be prepared in compliance with the official AUHSD's calendar. Both parties will furnish notice of one week in case of special holidays or changes in the calendar that affect service. The Food Service program of the AUHSD will take priority over those of other contracting agencies.

Breakfasts, lunches, and milk conforming to the USDA Child Care Meal pattern will be provided. All meals will meet Federal and State requirements for Child and Adult Care Food Program Meals.

The AUHSD agrees to adhere to the California Uniform Retail Food Facilities Law (CURFFL) and will maintain current county permits for food preparation facilities.

The AESD and AUHSD will indemnify and hold each other and each other's officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of the other.

Both AESD and AUHSD will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than $2,000,000 for each occurrence and will provide to the other with a certificate evidencing insurance in the amount, naming the AUHSD as an additional insured and specifying that the coverage will not be canceled or modified without thirty (30) days prior written notice to the Anaheim Union High School District.

The daily number of breakfasts, lunches, and milk received from the Anaheim Union High School District will be the number that will be charged for. Any difference in the number of meals delivered and the number served will be the responsibility of the AESD.

This Agreement may be canceled by either agency within one (1) year's written notice.

ANAHEIM ELEMENTARY SCHOOL DISTRICT agrees:

1. To enter into meal agreements as needed with the California State Department of Education, Child Nutrition & Food Distribution Division and The United States Department of Agriculture.

2. To follow the policies and procedures for free and reduced-price meals as prescribed by the United States Department of Agriculture, Food and Nutrition Services.

3. To maintain records and file claims for meal reimbursements.

4. Ensure that an Agency representative is available at each site to receive, inspect and sign for the requested number of meals. If a representative is unavailable at the time of delivery, meals will be inspected by the Agency representative upon arrival.

5. To ensure that proper food safety procedures are followed, all leftover food items are to be discarded after meal service. If food safety procedures are not followed by AESD staff, the AESD assumes responsibility for any and all food safety hazards.

6.Since breakfast is delivered one day prior, the staff at the site is responsible for storing all food items in a functioning refrigerator immediately after it is delivered. Food should not be taken out of the refrigerator unit until it is ready to be served.

ANAHEIM UNION HIGH SCHOOL DISTRICT agrees:

1. To prepare meals that offer a variety of appetizing and nutritious foods, and meet federal requirements for reimbursable meals that meet the preschool meal pattern.

2. To keep daily menu planning worksheets, invoices, inventories, and all other records essential to the Meal Pattern Breakfast and Lunch Programs on file for a period of five (5) years for review by the California State Department of Education, Child Nutrition Division.

3. To provide a copy of the monthly printed menus to the AESD two weeks prior to the first day of the month covered by the menu. AUHSD reserves the right to change the menu when necessary.

4. To bill Anaheim Elementary School District, 1001 S. East St., Anaheim, CA 92805 at the end of each month for the total number of meals delivered, with payment due within thirty (30) days.

5. To provide plastic eating utensils and plates.

6. To provide a delivery schedule at the beginning of each year; updates will be provided as necessary.

7. Food Services shall take the temperature of food items prior to placing in the Cambro units. Time as a temperature control method will be used.

The price for breakfast and lunch for school year: **2023 – 2024** is:

Breakfast - $**2.25**
Lunch - $**3.25**
(Prices above includes milk)

Prices may be revised July 1 of each calendar year and a revised price structure will be provided to AESD no later than April 15th of the same calendar year the new charge amount will go into effect.

This Agreement may not be assigned or subcontracted by either party without the signed written consent of the other party.

No amendment or variation of the term of this Agreement shall be valid unless made in writing and signed by both parties. Any amendment to this Agreement shall become effective as specified in the amendment.

All notices or demands to be given under this Agreement by either party to the other, shall be in writing and given either by electronic mail or shall be mailed to the parties at the following:

To AESD:
Name: Jesus Chavarria
Title: Assistant Superintendent Administrative Services
Address: 1001 S. East. St. Anaheim, CA 92805
Email: jchavarria@aesd.org

To AUHSD:
Name: Nancy C. Nien
Title: Assistant Superintendent, Business
Address: 501 N Crescent Way, Anaheim, CA 92801
Email: nien_n@auhsd.us

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

For:
Anaheim Union High School District

Nancy Nien
Assistant Superintendent, Business

Dated: _____

For:
Anaheim Elementary School District

Jesus Chavarria
Assistant Superintendent, Administrative Svcs

Dated: April 17, 2023

INDEPENDENT CITIZENS' BOND OVERSIGHT COMMITTEE BYLAWS – *REVISED*

Adopted _____, 2023

Revisions Shown Italicized

Section 1 Committee Established

The Anaheim Union High School District was successful at the election conducted on November 4, 2014 in obtaining authorization from the District's voters to issue up to $249,000,000 aggregate principal amount of the District's general obligation bonds (the "Measure H"). The Election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction Bonds Act of 2000 at Section 15264 *et seq.* of the Education Code of the State ("Prop 39"). Pursuant to Section 15278 of the Education Code, the District is obligated to establish the Committee in order to satisfy the accountability requirements of Prop 39. The Board of Education (The "Board") of the Anaheim Union High School District (the "District") hereby establishes the Independent Citizens' Bond Oversight Committee (the "Committee"), which shall have the purpose and duties set forth in these Bylaws. The Committee does not have independent legal capacity from the District.

Section 2 Purpose

The purpose of the Committee is set forth in Prop 39. These bylaws are specifically made subject to the applicable provisions in Prop 39 as to the duties and rights of the Committee. The District shall provide necessary administrative support to the Committee as shall be consistent with the Committee's responsibilities as set forth in Prop 39.

Section 3 Duties

To carry out its stated purpose, the Committee shall perform the following duties.

3.1 Inform the Public: The Committee shall inform the public concerning the District's expenditure of bond proceeds. In fulfilling this duty, all official communications to either the Board or the Public shall come from the Chair acting on behalf of the Committee. The Chair shall only release information that reflects the majority view of the Committee.

3.2 Review Expenditures: The Committee shall review expenditure reports produced by the District to (a) ensure that bond proceeds are expended only for the purpose set forth in the ballot measure; and (b) ensure that no bond proceeds are used for any teacher or administrative salaries or other operating expenses.

3.3 Annual Report: The Committee shall present to the Board, in public session, and place on the District website an annual written report (the "Annual Report"), which shall include the following:

(a) A Statement indicating whether the District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution; and
(b) A summary of the Committee's proceedings and activities for the preceding year.

Section 4 Authorized Activities

In order to perform the duties set forth in Section 3, the Committee may engage in the following authorized activities:

(a) Receive and review copies of the District's annual independent performance audit and annual independent financial audit, required by Prop 39 (Article XIIIA of the California Constitution).
(b) Inspect school site facilities and grounds for which bond proceeds have or will be expended, in accordance with any access procedure established by the superintendent or designee
(c) Review copies of scheduled maintenance proposal or plans developed by the District
(d) Review efforts by the District to maximize bond proceeds by implementing various cost-saving measures.

Section 5 Membership

5.1 Number: The Committee shall consist of at least seven members, as follows:

(a) One member who is active in a business organization representing the business community located within the District;
(b) One member who is active in a senior citizens' organization;
(c) One member who is the parent or guardian of a child enrolled in the District;
(d) One member who is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization; and
(e) One member who is active in a bona fide taxpayer's organization;
(f) Additional at-large members from the community as deemed appropriate by the Board.

5.2 Qualification Standards:

(a) To be a qualified person, he or she must be at least 18 years of age
(b) The Committee may not include any employees, official of the District, or any vendor, contractor or consultant of the District

5.3 Appointment: The Board shall appoint members to the Committee as necessary. Prior to appointment, the District superintendent shall conduct a selection

process to ensure that each person appointed meets the qualifications standards set forth in Section 5.2. When an appointment is necessary to fill a vacancy, the superintendent shall ensure that a nomination is received from a like organization or category as the Committee member whose position is vacant.

5.4 Ethics: Conflicts of Interest: Members of the Committee are not subject to Articles 4 (commencing with Section 1090) and 4.7 (commencing with Section 1125) of Division 4 Title 1 of the Government Code and the Political Reform Act (Gov. Code §§81000 et seq.) and are not required to complete the Form 700. However, each member shall comply with the Committee Ethics Policy attached as "Attachment A" to these bylaws.

5.5 Term: Each member of the Committee shall serve for a term of *four* years and for no more than three consecutive terms. Members whose term has expired may continue to serve on the Committee until a successor has been appointed. All members serving on the Committee as of April 1, 2023, shall have their terms extended to four years from the date of the most recent appointment of the Committee.

5.6 Removal: Vacancy: The Committee may recommend that the Board remove any Committee member for (a) failure to attend three committee meetings in a year without reasonable excuse, or (b) failure to comply with the Committee Ethics Policy. Upon the removal of a member, his or her seat shall be declared vacant. The Board shall fill any vacancies on the Committee in accordance with the appointment process set forth in Section 5.3.

5.7 Compensation: The Committee members shall not be compensated for their services.

Section 6 Meetings of the Committee

6.1 Regular Meetings: The Committee shall establish a schedule for the date and time of regular meetings to include an annual meeting to be held at least once a year.

6.2 Location: All meetings will be held within the jurisdiction of the Anaheim Union High School District.

6.3 Procedures: Meetings shall be conducted according to such procedural rules as the Committee may adopt. A majority of the number of Committee members shall constitute a quorum for the transaction of any business except adjournment.

Section 7 District Support

7.1 The District shall provide to the Committee necessary technical and administrative assistance as follows:

(a) Preparation of and posting of public notices as required by the *Brown Act,* ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the District Board.
(b) Provision of a meeting room, including any necessary audio/visual equipment
(c) Preparation and copies of any documentary meeting materials, such as agenda, minutes, and reports; and
(d) Retention of all committee records, and providing access to such records on an Internet website maintained by the District.
(e) District staff shall maintain all Committee record and provide public access to such records

7.2 District staff and/or District consultants shall attend all Committee proceedings in order to report on the status of projects and the expenditures of bond proceeds.

7.3 The District shall not use any bond proceeds to provide the support set forth in this section 7.

Section 8 Officers

The Committee shall elect a Chair and Vice-Chair who shall act as Chair only when the Chair is absent; such position shall continue for two-year terms. No person shall serve a Chair for more than *three* consecutive terms.

Section 9 Amendments of Bylaws

Any amendment to these bylaws shall be approved by a majority vote of the Citizens' Oversight Committee.

Section 10 Termination

The Committee shall automatically terminate and disband concurrently with the Committee's submission of its final Annual Report, which reflects the final accounting of the expenditures of all the proceeds of the Measure.

Section 11 Applicability if the California Law

The Committee was established by the District in order to comply with Sections 15278 *et seq.* of the California Education Code (the "Code"). Nothing in these Bylaws shall be interpreted in a manner that is inconsistent with the provisions of the code.

ATTACHMENT A

CITIZENS' BOND OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow in carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws; rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

POLICY

- CONFLICT OF INTEREST. A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds; or (2) any construction project which will benefit the Committee member's outside employment, business, or a personal finance or benefit an immediate family member, such as a spouse, child or parent.

- OUTSIDE EMPLOYMENT. A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by bond proceeds, or (2) any construction project. A Committee member shall not influence a District decision related to any construction project involving the interest of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two (2) years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two (2) years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any construction project.

- COMMITMENT TO UPHOLD LAW. A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Anaheim Union High School District.

- COMMITMENT TO DISTRICT. A Committee member shall place the interests of the District above any personal or business interest of the member.

AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
VITAL INSPECTION SERVICES, INC.

This Amendment Agreement is made and entered into this 5th day of May, 2023 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 ("District"), and **Vital Inspections Services, Inc.**, 5505 E. Santa Ana Canyon Road #18771, Anaheim, California 92817 ("Consultant"), for DSA Inspector of Record Services.

WHEREAS, the District and Consultant entered into an agreement on May 15, 2020, setting forth the terms and conditions under which the Consultant would perform professional DSA Inspector of Record Services ("Agreement"), in connection with the District's facilities and maintenance projects requiring inspection services ("Project" or "Projects");

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed $500,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until January 31, 2024. Neither District nor Consultant shall have any obligations to the other after January 31, 2024 unless and until a written extension agreement is entered into between the parties.

2. The authorized expenditures under this Agreement shall be increased by $200,000 to not exceed $700,000 in total.

3. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Vial Inspection Services, Inc.
_____	_____
Nancy Nien Assistant Superintendent, Business	Philip Barragan President

CHANGE ORDER NO. 1

(Deductive)

PROJECT: Bid #2023-02 Kennedy High School Recording Studio & Improvements

TO: JM & J Contractors

You are hereby directed to comply with this Change Order.

DESCRIPTION OF CHANGE:

- Work Order 001 – DEDUCT ($3,830.00)

COST (This cost shall be deleted.):

Original contract price:	$106,760.00
Change Order amount:	$ -3,830.00
New contract price:	$ 102,950.00

TIME FOR COMPLETION:

Original completion date:	90 Consecutive Calendar Days
Time for completion of Change Order:	0 days
New completion date:	90 Consecutive Calendar Days

Contractor agrees to deduct the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. Contractor agrees to the adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By: Joseph M Vargas
Signature

Joseph M Vargas
Print Name

Owner
Title

04/18/2023
Date

DISTRICT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

ARCHITECT

By: _____
Signature

Jon K. Reeves
Print Name

Partner
Title

04/18/2023
Date

Facilities Planning, Design and Construction
501 Crescent Way ~ P.O. Box 3520
Anaheim, CA 92803-3520
Tel: 714.999.5454 Fax: 714.520.5741

Project Name: Kennedy HS Recording Studio
Ceiling Removal & Improvements
Project Number: 2023-02

P.O. #S64A0211

DSA #: n/a

Work Order

To: *JM & J Contractors*
1500 Mesa Verde Dr., E B225
Costa Mesa, CA 92626

Work Order #_001___

You are directed to make the following changes in the contract. All work shall be performed subject to all the conditions as contained in our Contract above as fully as if same were repeated in this Work Order. This Work Order shall constitute a full and final settlement of any and all claims you have arising out of the revision set forth herein, including claims for impact and delay costs, excluding those identified herein.

COP 1 – Added Work (RFI's 1 & 2) Electrical, Framing, Paint & Cabinetry	*$16,170.00 ADD*
Credit Back Contract Allowance (SOW Sec. 1.13)	*<$20,000.00> DEDUCT*

Not Valid until signed by the Owner.
Contractor agrees to furnish all labor and materials and perform all of the above-described Work in accordance with applicable sections of the Contract Documents. The amount of the charges (if applicable) under the Work Order is limited to $100,000.00. The adjustment in Contract Sum, if any, an the adjustment in the Contract Time, if any, set out in this Work Order shall constitute the entire compensation and /or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in Work covered by this Work Order unless otherwise provided in this Work Order.

COST:

☒ Lump Sum____< $3,830.00 >_____ ☐Not to Exceed_____

☐ Time and Materials. Submit daily time and material equipment documentation on TIME & MATERIAL DAILY EXTRA WORK REPORT forms

☐ Submit quotations promptly for the work described above. The cost of the work will be determined from the CHANGE ORDER PROPOSAL subject to review, and will be resolved to be mutually agreeable.

☐ In accordance with contract unit prices

TIME:

☒ No Change ☐Impact unknown at this time ☐Impact to contract completion date is estimated at _____ days

☐ Will not change completion date but is expected to impact durations of specific CPM activities. (Activity Nos. _____ days_____)
The contractor will create activities in the Contractor's Detailed Construction Schedule immediately following approval of this Work Order showing the impact of this work. These activities will be reviewed and approved in accordance with the contractor's weekly and monthly schedule submittals.

	Signature	Date
AUHSD Assistant Superintendent, Business		
AUHSD Patricia Neely		
Contractor	Joseph M Vargas	04/18/2023
Architect		04/18/2023
Project Manager		4/18/23
IOR		4-18-22

Tuesday, April 18, 2023

Bid 2023-20

CHANGE ORDER NO.1

(Deductive)

PROJECT: Bid #2023-20 Handel Stadium Walkway Coating

TO: Western Specialty Contractors

You are hereby directed to comply with this Change Order.

DESCRIPTION OF CHANGE:

- Unused Contract Allowance DEDUCT ($10,000.00)

COST (This cost shall be deleted.):

Original contract price:	$ 185,000.00
Change Order amount:	$ (10,000.00)
New contract price:	$ 175,000.00

TIME FOR COMPLETION:

Original completion date:	30 Consecutive Calendar Days
Time for completion of Change Order:	0 days
New completion date:	30 Consecutive Calendar Days

Contractor agrees to deduct the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. Contractor agrees to the adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By: _____
Signature

GUILLERMO VILLEGAS
Print Name

BRANCH MANAGER
Title

4/20/23
Date

DISTRICT

By: _____
Signature

Nancy C. Nien
Print Name

Assistant Superintendent, Business
Title

_____
Date

ARCHITECT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

Declaring Certain Equipment as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Description
1	Cabinet, Heated Food Warmer
6	Camera, Lab
255	Chromebook
69	Chromebook Laptop
32	Clicker, Response Card
87	Computer Desktop
93	Computer Laptop
59	Computer Monitor
10	Document Camera
1	Laser Disk Player
1	Machine, Ice Maker
28	Printer
11	Projector
1	Receiver, IR
1	Server, Computer
1	Smartboard
141	Stream Laptop
1	Television
1	VHS Player

Declaring Certain Vehicles as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Vehicle №	Year	Make	Vehicle Vin.
1	Sedan, Impala	2006	Chevrolet	2G1WB58K869146533

EXHIBIT U

Declaring Certain Books as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Description	Quantity	Publication Date	General Condition	Reason For Disposition	Compliant Y/N
Library					
Misc. Library	1078	Outdated	Fair	Obsolete	No To Be Sold

DONATIONS

May 4, 2023

Location	Donated By	Item
Walker	Bob Elchar	Reams of paper, Art Department
	Oscar Lee	Trombone, Music Department

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

EXHIBIT W

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R1733	**AC POWER 1 INC**	**13,581.75**	13,581.75	0121231081 5610	WESTERN/ELECTRIC/MO / REPAIRS/MAINT - O/S
S64R1716	**ACHIEVERS INC**	**503.29**	503.29	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64T0585	**ADORAMA**	**6,965.78**	14.40	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			138.40	0168901010 4310	GI/LOCAL GRANTS / INSTRUCTIONAL MATL &
			6,812.98	0168901010 4410	GI/LOCAL GRANTS / EQUIPMENT - NON-CAPITALIZE
S64S0134	**ADVANTAGE WEST INVESTMENT ENTE**	**16,571.09**	16,571.09	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64S0141	**ADVANTAGE WEST INVESTMENT ENTE**	**3,076.91**	3,076.91	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64T0581	**AIRWOLF 3D**	**2,095.00**	2,095.00	0135000910 5610	DA/LCFF-CONCENTRATION/INSTR / REPAIRS/MAINT
S64R1822	**ALLIANCE CALIFORNIA LAUNDRY DI**	**3,857.64**	3,857.64	0127000010 4410	KE/INSTR / EQUIPMENT - NON-CAPITALIZED
S64A0267	**ALTA LANGUAGE SERVICES INC.**	**5,000.00**	5,000.00	0163000921 5810	EL/LCFF-CONCENTRATION/SUPV / NON-
S64C0131	**AMAZON CAPITAL SERVICE**	**166.50**	166.50	0153000910 4310	SP PR/LCFF-SUPPLEMENTAL / INSTRUCTIONAL MAT
S64R1679	**AMAZON CAPITAL SERVICE**	**462.52**	462.52	0125381010 4310	KA/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
S64R1680	**AMAZON CAPITAL SERVICE**	**98.38**	98.38	0135385010 4310	DA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1681	**AMAZON CAPITAL SERVICE**	**79.97**	79.97	0114114072 5610	WAREHOUSE/GENL ADM / REPAIRS/MAINT - O/S
S64R1682	**AMAZON CAPITAL SERVICE**	**231.55**	231.55	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1683	**AMAZON CAPITAL SERVICE**	**273.04**	273.04	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1684	**AMAZON CAPITAL SERVICE**	**137.83**	137.83	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64R1685	**AMAZON CAPITAL SERVICE**	**284.91**	284.91	0117546621 4310	SWP K12 PATHWAY(ROUND 3 OCDE) /
S64R1695	**AMAZON CAPITAL SERVICE**	**212.24**	212.24	0168000910 4310	GI/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64R1709	**AMAZON CAPITAL SERVICE**	**603.38**	603.38	0172172083 4320	SAFE SCHOOLS / OTHER OFFICE/MISC SUPPLIES
S64R1723	**AMAZON CAPITAL SERVICE**	**237.03**	237.03	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64R1724	**AMAZON CAPITAL SERVICE**	**146.54**	146.54	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
S64R1730	**AMAZON CAPITAL SERVICE**	**1,023.09**	1,023.09	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R1783	**AMAZON CAPITAL SERVICE**	**1,775.40**	1,775.40	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
S64R1816	**AMAZON CAPITAL SERVICE**	**172.00**	172.00	0168252011 4310	MILD MODERATE/SE SEP CL/NSEV / INSTRUCTIONA
S64R1838	**AMAZON CAPITAL SERVICE**	**429.01**	429.01	0128024010 4310	CY/MATH/INSTR / INSTRUCTIONAL MATL & SUPPLI
S64R1839	**AMAZON CAPITAL SERVICE**	**199.91**	199.91	0134252011 4310	WA/MILD MODERATE/SE SEP CL/NSE /
S64R1847	**AMAZON CAPITAL SERVICE**	**212.90**	212.90	0128252011 4310	CY/MILD MODERATE/SE SEP CL/NSE /
S64R1848	**AMAZON CAPITAL SERVICE**	**265.57**	265.57	0134252011 4310	WA/MILD MODERATE/SE SEP CL/NSE /
S64R1860	**AMAZON CAPITAL SERVICE**	**389.69**	389.69	0142032010 4310	OXFORD/GEN SCI/INSTR / INSTRUCTIONAL MATL &
S64T0569	**AMAZON CAPITAL SERVICE**	**119.45**	119.45	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0584	**AMAZON CAPITAL SERVICE**	**269.32**	269.32	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1801	**AMERICAN CASUAL**	**1,149.58**	1,149.58	0120000031 4320	ANAHEIM GUID / OTHER OFFICE/MISC SUPPLIES
S64R1781	**AMERICAN VETERAN LIGHTING INC**	**322.82**	322.82	0121231081 4355	WESTERN/ELECTRIC/MO / MAINTENANCE SUPPLIES
S64R1805	**ANAHEIM COMMUNITY SERVICES**	**7,533.00**	7,533.00	0153000910 5620	SP PR/LCFF-SUPPLEMENTAL / RENTALS/OPERATINC
S64R1806	**ANAHEIM COMMUNITY SERVICES**	**1,967.00**	1,967.00	0153752110 5620	SP/PARENT ENGAGEMENT / RENTALS/OPERATING
S64T0578	**APPLE INC**	**1,528.96**	1,528.96	0120393110 4410	VEA PERKINS STUDENT ORG ANAHEI / EQUIPMENT
S64T0580	**APPLE INC**	**3,120.10**	3,120.10	0140381110 4410	TITLE I - PARENTING / EQUIPMENT - NON-
S64T0595	**AREY JONES EDUCATIONAL SOLUTIO**	**270.45**	270.45	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
S64A0260	**AUTISM DIAGNOSTIC AND**	**3,000.00**	3,000.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64R1804	**AVID CENTER**	**2,850.00**	2,850.00	0140000910 5210	SO/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1770	**AWARDS BY PAUL**	**707.11**	707.11	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
S64R1855	**AWARDS BY PAUL**	**678.83**	678.83	0137000010 4310	SY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
S64R1856	**AWARDS BY PAUL**	**6,154.68**	3,077.34	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC SUPPLIE
			3,077.34	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
S64A0261	**AWARENESS IN MOTION LLC**	**109,250.00**	109,250.00	0100469210 5810	EDUCATOR EFFECTIVENESS 21/22 / NON-

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S64T0562	**B AND H PHOTO VIDEO INC**	**220.93**	220.93	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
S64T0563	**B AND H PHOTO VIDEO INC**	**477.33**	477.33	0131261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
S64T0564	**B AND H PHOTO VIDEO INC**	**434.92**	434.92	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
S64T0567	**B AND H PHOTO VIDEO INC**	**11,814.28**	3,487.91	0120393010 4310	ANAHEIM/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			8,326.37	0120393010 4410	ANAHEIM/VEA-2B/INSTR / EQUIPMENT - NON-
S64T0574	**B AND H PHOTO VIDEO INC**	**2,700.14**	2,700.14	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0587	**B AND H PHOTO VIDEO INC**	**847.74**	847.74	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1784	**B AND M LAWN AND GARDEN INC**	**99.98**	99.98	0125028081 4370	KATELLA/ATHLETCS/FIELD SUPP / REPAIRS -
S64A0258	**B J FREEMAN PHD**	**6,500.00**	6,500.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64R1705	**BANDERAS, HAYLIE**	**229.00**	229.00	0138177072 5230	RISK MANAGEMENT/GENERAL ADMIN /
S64R1686	**BARNES AND NOBLE**	**1,549.45**	1,549.45	0102102071 4210	SUPT/BRD SUPT / BOOKS AND REFERENCE MATERI
S64R1728	**BARNES AND NOBLE**	**1,355.76**	1,355.76	0117597092 4210	IS/HEALTH CAREER OPTY PROGM / BOOKS AND
S64R1826	**BARNES AND NOBLE**	**1,085.15**	1,085.15	0163379021 4210	TITLE IIIA / LIMITED ENG PROG / BOOKS AND
S64R1828	**BARNES AND NOBLE**	**674.28**	674.28	0122381010 4210	MA/ECIA1/INSTR / BOOKS AND REFERENCE
S64R1829	**BARNES AND NOBLE**	**682.21**	682.21	0122381010 4210	MA/ECIA1/INSTR / BOOKS AND REFERENCE
S64R1833	**BARNES AND NOBLE**	**387.97**	387.97	0127000810 4210	KE/LCFF-SUPPLEMENTAL/INSTR / BOOKS AND
S64R1841	**BARNES AND NOBLE**	**601.48**	601.48	0127004010 4310	KE/ENGLISH/INSTR / INSTRUCTIONAL MATL &
S64R1853	**BARNES AND NOBLE**	**615.02**	615.02	0120261012 4210	SE RES SP(RSP)/SE RES SP/NSEV / BOOKS AND
S64C0133	**BEST PRICE APPLIANCE CORPORATI**	**500.00**	500.00	0147140027 5610	HOPE/SCHOOL ADMINISTRATION / REPAIRS/MAINT
S64R1704	**BLICK ART MATERIALS LLC**	**2,333.87**	2,333.87	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1722	**BLICK ART MATERIALS LLC**	**766.19**	766.19	0132385010 4310	OR/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1763	**BLICK ART MATERIALS LLC**	**1,890.82**	1,890.82	0122385010 4310	MA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1780	**BLICK ART MATERIALS LLC**	**588.62**	588.62	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

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S64R1862	**BLICK ART MATERIALS LLC**	**387.40**	387.40	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
S64R1864	**BLICK ART MATERIALS LLC**	**138.20**	138.20	0128073010 4310	CY/ART HISTORY/INSTR / INSTRUCTIONAL MATL &
S64T0572	**BLUUM USA INC.**	**666.22**	666.22	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64X0493	**BONDED CLEANERS**	**1,100.00**	1,100.00	0128007010 5560	CY/INS MUS/INSTR / LAUNDRY
S64R1691	**BRIDGEPORT GOLF CARS**	**1,574.10**	1,409.10	0125000081 4347	KA/MO / OPERATIONS SUPPLIES - MISC
			165.00	0125000081 5610	KA/MO / REPAIRS/MAINT - O/S SERVICES
S64R1688	**BSN SPORTS LLC**	**884.41**	884.41	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
S64R1713	**BUCK INSTITUTE FOR EDUCATION**	**4,800.00**	4,800.00	0140381010 5210	SOUTH/ECIA1/INSTR / TRAVEL AND CONFERENCE
S64C0128	**BUDDY'S ALL STARS INC**	**135.77**	135.77	0144054040 4310	LEX/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &
S64X0491	**BURNETT ENGRAVING**	**500.00**	500.00	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL PROF
S64A0265	**BYROM-DAVEY INC**	**11,815,455.00**	11,815,455.00	2721731185 6165	WE/BOND SERIES 2019 - MEAS H / SITE
S64A0266	**BYROM-DAVEY INC**	**5,631,831.00**	5,631,831.00	2725731185 6165	KA/BOND SERIES 2019 - MEAS H / SITE
S64R1789	**CALIFORNIA FBLA**	**26,915.00**	23,795.00	0142025040 5880	OXFORD/ANCIL / OTHER OPERATING EXPENSES
			3,120.00	0142393010 5210	OXFORD/VEA-2B/INSTR / TRAVEL AND CONFERENC
S64R1800	**CAREER LAUNCH**	**4,299.23**	4,299.23	0117546621 4310	SWP K12 PATHWAY(ROUND 3 OCDE) /
S64R1721	**CAROLINA BIOLOGICAL SUPPLY CO.**	**392.11**	392.11	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64A0264	**CAROLYN J KELLEY**	**500.00**	500.00	0153000910 5805	SP PR/LCFF-SUPPLEMENTAL / INSTRUCTIONAL PRO
S64R1714	**CCIS**	**398.00**	398.00	0175000010 5210	CVA/INDEPENDENT STUDY/INSTR / TRAVEL AND
S64T0576	**CDW GOVERNMENT INC.**	**10,505.63**	10,505.63	0132381010 4410	OR/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
S64T0589	**CDW GOVERNMENT INC.**	**143,382.21**	143,382.21	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
S64T0593	**CDW GOVERNMENT INC.**	**6,034.44**	287.92	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			5,746.52	0122000910 4410	MA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64R1840	**CITY OF ANAHEIM**	**91,908.50**	91,908.50	0172914583 5100	SS/TOBACCO GNT-DEPART JUSTICE /

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S64R1842	**CM SCHOOL SUPPLY**	**20.99**	20.99	0128272511 4310	AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL &
S64R1782	**COALITION FOR ADEQUATE SCHOOL**	**360.00**	360.00	0156156072 5210	FACILITIES/GENL ADM / TRAVEL AND CONFERENC
S64R1746	**CONCORD THEATRICAL CORP.**	**1,696.57**	1,696.57	0122385010 5880	MA/TITLE IV/INSTR / OTHER OPERATING EXPENSES
S64R1835	**COUNTY OF ORANGE**	**51,621.25**	51,621.25	0100000071 5830	GEN FUND/BRD SUPT / ELECTION COSTS
S64R1701	**CSUF AUXILIARY SERVICES CORP**	**2,584.93**	2,584.93	0117752140 5880	BAND SPECTACULAR/ANCIL / OTHER OPERATING
S64R1689	**CULVER NEWLIN**	**2,117.29**	2,117.29	0138140027 4320	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1774	**CULVER NEWLIN**	**13,299.95**	13,299.95	0142000010 4410	OXFORD/INSTR / EQUIPMENT - NON-CAPITALIZED
S64R1787	**CWF FLOORING INC.**	**2,290.40**	2,290.40	0122000010 4410	MA/INSTR / EQUIPMENT - NON-CAPITALIZED
S64A0247	**DAVE NGUYEN AND TRACY TRAN**	**16,000.00**	16,000.00	0119283011 5880	SYS/INSTR / OTHER OPERATING EXPENSES
S64R1736	**DECKER INC**	**124.50**	124.50	0120000927 4320	ANA/LCFF (EIA)/SCH ADM / OTHER OFFICE/MISC
S64R1765	**DECKER INC**	**348.51**	348.51	0122000081 4347	MA/MO / OPERATIONS SUPPLIES - MISC
S64R1766	**DECKER INC**	**3,017.61**	3,017.61	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1777	**DECKER INC**	**1,101.79**	1,101.79	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1769	**DISCOUNT DANCE SUPPLY**	**594.56**	237.82	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			356.74	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1799	**DISNEYLAND RESORT**	**4,263.00**	4,263.00	0135025040 5880	DALE/ANCIL / OTHER OPERATING EXPENSES
S64A0250	**EBTESSAM ABDELBASET**	**3,240.00**	3,240.00	0119283011 5880	SYS/INSTR / OTHER OPERATING EXPENSES
S64A0255	**ECONO FENCE INC**	**124,515.00**	124,515.00	0134232081 5610	WA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
S64R1737	**ECONOMY RENTALS INC**	**271.72**	271.72	0120000910 5620	AN/LCFF-CONCENTRATION/INSTR /
S64R1739	**ECONOMY RENTALS INC**	**2,424.38**	2,424.38	0110230081 4410	MAINTENANCE/MO / EQUIPMENT - NON-
S64X0492	**ECONOMY RENTALS INC**	**1,000.00**	1,000.00	0138000910 5620	BA/LCFF-CONCENTRATION/INSTR /
S64R1727	**EL CANTARITO RESTAURANT**	**2,691.56**	2,691.56	0153752140 4390	COLOR & LIGHT/ANCIL / MEETING EXPENSE - FOOD
S64R1802	**EMBI TEC**	**4,582.05**	674.51	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

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S64R1802	***** CONTINUED *****				
			3,907.54	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64R1861	**ESTES INDUSTRIES**	**312.46**	312.46	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
S64T0582	**EVERYDAY SPEECH LLC**	**9,093.65**	9,093.65	0119271519 5880	SPEECH & LANG/SE OTHER/NSEV / OTHER
S64R1687	**FLINN SCIENTIFIC INC**	**636.13**	636.13	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64R1696	**FLINN SCIENTIFIC INC**	**1,796.26**	1,796.26	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
S64R1697	**FLINN SCIENTIFIC INC**	**86.60**	86.60	0117469210 4310	INSTR SVC/ED EFFECTIVENESS / INSTRUCTIONAL
S64R1698	**FLINN SCIENTIFIC INC**	**1,382.86**	1,382.86	0134159510 4310	WALKER/ACCTS RECEIVABLE / INSTRUCTIONAL
S64R1815	**FLINN SCIENTIFIC INC**	**3,625.28**	3,625.28	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1851	**FLINN SCIENTIFIC INC**	**276.92**	276.92	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1852	**FLINN SCIENTIFIC INC**	**509.12**	509.12	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
S64R1711	**FOLLETT HIGHER EDUCATION GROUP**	**1,095.28**	1,095.28	0117751110 4310	IS/DUAL ENROLLMENT/INSTR / INSTRUCTIONAL
S64R1771	**FULLERTON FORD**	**313.88**	215.88	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
			98.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
S64R1832	**GEARY PACIFIC SUPPLY**	**600.00**	600.00	0110235081 5210	MAINTENANCE/HVAC/MO / TRAVEL AND
S64R1738	**GIANNELLI ELECTRIC INC.**	**4,499.13**	130.53	0138231081 4355	BALL/ELECTRIC/MO / MAINTENANCE SUPPLIES
			1,040.60	0138231081 4410	BALL/ELECTRIC/MO / EQUIPMENT - NON-
			3,328.00	0138231081 5610	BALL/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICE
S64R1751	**GIANNELLI ELECTRIC INC.**	**4,972.00**	4,972.00	2542710185 6274	OXFORD/DEVELOPER FEES/FAC ACQ /
S64R1752	**GIANNELLI ELECTRIC INC.**	**4,560.00**	4,560.00	2535710185 6216	DALE/DEV FEES/FAC ACQ / BUILDING
S64R1732	**GOPHER SPORTS EQUIPMENT**	**7,427.76**	4,573.46	0122385010 4310	MA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
			2,854.30	0122385010 4410	MA/TITLE IV/INSTR / EQUIPMENT - NON-
S64R1820	**GOPHER SPORTS EQUIPMENT**	**1,001.35**	1,001.35	0132385010 4310	OR/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1825	**GOPHER SPORTS EQUIPMENT**	**2,070.33**	2,070.33	0127027010 4310	KE/PHYS ED/INSTR / INSTRUCTIONAL MATL &

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S64T0577	**GRADECAM LLC**	**240.00**	240.00	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0586	**GUITAR CENTER STORES INC**	**2,479.88**	1,919.58	0124393010 4310	LOARA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			560.30	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT - NON-
S64R1717	**GV PRO LLC**	**6,173.00**	6,173.00	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
S64R1821	**HL CORPORATION**	**387.58**	387.58	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
S64R1837	**HODGE PRODUCTS INC**	**5,536.19**	5,536.19	0127025040 4310	KE/ANCIL / INSTRUCTIONAL MATL & SUPPLIES
S64A0248	**HOLLAR SPEECH & LANGUAGE SERVI**	**2,600.00**	2,600.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64A0259	**HOLLAR SPEECH & LANGUAGE SERVI**	**2,600.00**	2,600.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64A0270	**HOLLAR SPEECH & LANGUAGE SERVI**	**2,600.00**	2,600.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64A0271	**HOLLAR SPEECH & LANGUAGE SERVI**	**2,600.00**	2,600.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64R1718	**HOWIES ATHLETIC TAPE**	**579.33**	579.33	0125028040 4320	KA/ATHLET/ANCILLARY / OTHER OFFICE/MISC
S64R1749	**ICS SERVICE CO.**	**872.00**	872.00	2535710185 6216	DALE/DEV FEES/FAC ACQ / BUILDING
S64R1750	**ICS SERVICE CO.**	**4,874.31**	4,874.31	2535710185 6216	DALE/DEV FEES/FAC ACQ / BUILDING
S64A0249	**IGNITE COLLECTIVE INC**	**3,000.00**	3,000.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64R1710	**INSTITUTE FOR EDUCATIONAL LEAD**	**2,100.00**	2,100.00	0124452550 5210	LO/CA COMM SCHOOLS (CCSPP) / TRAVEL AND
S64R1742	**INSTITUTE FOR EDUCATIONAL LEAD**	**1,050.00**	1,050.00	0142000910 5210	OX/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1776	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0122381010 5210	MA/ECIA1/INSTR / TRAVEL AND CONFERENCE
S64R1807	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1808	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1809	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1810	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1811	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
S64R1812	**INSTITUTE FOR EDUCATIONAL LEAD**	**2,100.00**	2,100.00	0117752221 5210	INSTR SVC/MECCA/INSTR SUPV / TRAVEL AND

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S64R1827	**INSTITUTE FOR EDUCATIONAL LEAD**	**525.00**	525.00	0135452550 5210	DA/CA COMM SCHOOLS (CCSPP) / TRAVEL AND
S64C0134	**INTERNATIONAL E Z UP INC**	**10,348.08**	10,348.08	0164752110 4410	IS/STEM-A-PALOZZA/INSTR / EQUIPMENT - NON-
S64R1788	**INTERNATIONAL E Z UP INC**	**1,020.55**	1,020.55	0117546621 4410	SWP K12 PATHWAY(ROUND 3 OCDE) / EQUIPMENT -
S64R1754	**J AND A FENCE**	**495.00**	495.00	0135232081 5610	DALE/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
S64R1715	**JM AND J CONTRACTORS**	**1,400.00**	1,400.00	0138000010 5610	BALL/INSTR / REPAIRS/MAINT - O/S SERVICES
S64R1747	**JM AND J CONTRACTORS**	**4,450.00**	4,450.00	2735731185 6274	DALE/BOND SERIES 2019 - MEAS H / CONSTRUCTION
S64A0262	**JOHN A ERHARD**	**500.00**	500.00	0153000910 5805	SP PR/LCFF-SUPPLEMENTAL / INSTRUCTIONAL PRO
S64A0263	**JONI YURIE PRADO**	**500.00**	500.00	0153000910 5805	SP PR/LCFF-SUPPLEMENTAL / INSTRUCTIONAL PRO
S64A0251	**KAREN FERN SCHNEE**	**4,300.00**	4,300.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
S64R1843	**KEN GRODY FORD**	**71,784.26**	71,784.26	0110230081 6490	MAINTENANCE/MO / EQUIPMENT - OTHER
S64R1708	**KRIDNER, MICHAEL**	**88.00**	88.00	0113177072 5230	RISK MANAGEMENT/OTHER GEN ADM /
S64R1778	**KUSTOM IMPRINTS**	**525.82**	525.82	0102102172 4310	SUPT/DISTRICT BRANDING/OTR ADM /
S64R1735	**KYA SERVICES**	**5,532.19**	5,532.19	0120000081 5610	ANAHEIM/MO / REPAIRS/MAINT - O/S SERVICES
S64R1844	**LAKESHORE LEARNING MATERIALS**	**585.38**	585.38	0128272511 4310	AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL &
S64R1678	**LENNOX INDUSTRIES INC**	**78.52**	78.52	0138235081 4355	BALL/HVAC/MO / MAINTENANCE SUPPLIES
S64S0140	**LIBERTY PAPER**	**30,022.17**	30,022.17	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64R1756	**LIFETOUCH NATIONAL SCHOOL STUD**	**3,435.07**	3,435.07	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1700	**LOCH UNLIMITED INC**	**4,820.89**	4,820.89	0132000010 4410	OR/INSTR / EQUIPMENT - NON-CAPITALIZED
S64A0268	**LOZANO SMITH LLP**	**25,000.00**	25,000.00	0104104072 5810	CERT HR/GENL ADM / NON-INSTRUCTIONAL PROF
S64A0269	**MAGCALAS, JOSE**	**5,000.00**	5,000.00	0117451510 5805	IS/ETHNIC STUDIES BLK GRANT / INSTRUCTIONAL
S64S0135	**MAINTEX INC.**	**4,164.88**	4,164.88	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64S0138	**MC KESSON MEDICAL SURGICAL INC**	**1,000.95**	1,000.95	0100000010 9320	GEN FUND/INSTR / STORES
S64R1748	**MIKE ELAM CONSTRUCTION**	**6,511.17**	6,511.17	0128231081 5610	CY/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICES

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R1830	**MUSIC AND ARTS CENTER**	**466.50**	466.50	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1720	**MUSIC THEATER INTERNATIONAL**	**1,225.42**	1,000.42	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
			225.00	0124000910 5880	LO/LCFF-CONCENTRATION/INSTR / OTHER
S64R1846	**MUSIC THEATER INTERNATIONAL**	**2,630.43**	2,630.43	0153385010 5880	SP/TITLE IV, PART A/INSTR / OTHER OPERATING
S64R1703	**NASCO**	**576.90**	576.90	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTION/
S64R1761	**NIMCO**	**153.08**	153.08	0168489510 4310	GI/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
S64R1762	**NIMCO**	**668.58**	668.58	0161489510 4310	PO/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
S64A0257	**OCDE**	**3,000.00**	3,000.00	0119119021 5880	SPEC ED/UNREST/SUPV INSTR / OTHER OPERATING
S64R1719	**OES OFFICE FURNITURE**	**2,552.60**	2,552.60	0119283021 4410	SYS/SUPV INST / EQUIPMENT - NON-CAPITALIZED
S64R1725	**OES OFFICE FURNITURE**	**12,055.24**	12,055.24	0168901010 6490	GI/LOCAL GRANTS / EQUIPMENT - OTHER
S64R1729	**OES OFFICE FURNITURE**	**6,691.82**	6,691.82	0121140027 4320	WESTERN/SCH ADM/SCH ADM / OTHER OFFICE/MIS
S64R1775	**OES OFFICE FURNITURE**	**7,087.80**	7,087.80	0131140027 4410	BR/SCH ADM/SCH ADM / EQUIPMENT - NON-
S64R1785	**OES OFFICE FURNITURE**	**2,044.05**	2,044.05	0168140027 4410	GI SOUTH/SCH ADM/SCH ADM / EQUIPMENT - NON-
S64R1694	**OFFICE DEPOT**	**2,573.07**	2,573.07	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
S64R1740	**OFFICE DEPOT**	**513.92**	513.92	0168000910 4310	GI/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64R1759	**OFFICE DEPOT**	**173.54**	114.49	0161000910 4310	PO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
			59.05	0168385010 4310	GI/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64T0570	**OFFICE DEPOT**	**167.21**	167.21	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1758	**ONE DAY SIGNS**	**3,031.30**	3,031.30	0114114072 4320	WAREHOUSE/GENL ADM / OTHER OFFICE/MISC
S64R1813	**ORANGE COUNTY ATHLETIC DIRECTO**	**375.00**	375.00	0120028010 5880	ANAHEIM/ATHLET/INSTR / OTHER OPERATING
S64R1834	**ORANGE COUNTY PUBLIC SAFETY**	**1,250.00**	1,250.00	0132230081 5810	OR/GENERAL/MO / NON-INSTRUCTIONAL PROF
S64R1824	**PCE SOLUTIONS**	**1,647.00**	1,647.00	0135381010 5210	DALE/ECIA1/INSTR / TRAVEL AND CONFERENCE
S64R1798	**PEAP**	**785.32**	785.32	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R1702	**PIANO SHOWCASE**	**309.56**	309.56	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
S64R1699	**PITSCO INC.**	**1,847.63**	1,847.63	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1712	**PITSCO INC.**	**188.40**	188.40	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
S64S0139	**PLASTIC CONNECTIONS INC.**	**3,167.85**	3,167.85	0100000010 9320	GEN FUND/INSTR / STORES
S64R1744	**POCKETLAB, THE**	**389.97**	389.97	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0583	**POLAR ELECTRO INC**	**6,562.10**	6,562.10	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64T0568	**PRO SOUND AND STAGE LIGHTING**	**2,711.80**	2,711.80	0147025040 4410	HOPE/ASB/ANCILLARY / EQUIPMENT - NON-
S64R1741	**QUILL CORP.**	**263.38**	263.38	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1764	**RABBIT LASER USA LLC**	**650.00**	650.00	0138000927 5610	BA/LCFF-CONCENTRATION/SCH ADM /
S64R1772	**RELIABLE ICE EQUIPMENT INC**	**4,914.74**	2,457.37	0121028010 4410	WESTERN/ATHLET/INSTR / EQUIPMENT - NON-
			2,457.37	0121230081 4410	WESTERN/GENERAL/MO / EQUIPMENT - NON-
S64A0253	**REVEILLE INC**	**115,000.00**	115,000.00	0102087110 5880	SUPERINTENDENT/AIME/INSTR / OTHER OPERATIN
S64R1745	**ROWMAN & LITTLEFIELD PUBLISHIN**	**83.65**	83.65	0120000910 4210	AN/LCFF-CONCENTRATION/INSTR / BOOKS AND
S64S0142	**SALES AND DISTRIBUTION SERVICE**	**2,470.70**	2,470.70	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64R1707	**SANCHEZ, GUADALUPE**	**138.06**	138.06	0120177072 5230	RISK MANAGEMENT/GEN ADMIN / REIMBURSABLE
S64R1677	**SCHOOL HEALTH CORPORATION**	**646.48**	646.48	0138385010 4410	BA/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZ
S64R1757	**SCHOOL SPECIALTY INC**	**447.20**	447.20	0168385010 4310	GI/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1760	**SCHOOL SPECIALTY INC**	**200.39**	200.39	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1817	**SCHOOL SPECIALTY INC**	**255.53**	255.53	0140252011 4310	SO/MILD MODERATE/SE SEP CL/NSE /
S64R1819	**SCHOOL SPECIALTY INC**	**252.89**	252.89	0134257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
S64R1786	**SCHOOLPOSTERS.COM LLC**	**217.01**	217.01	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64R1674	**SCSBOA**	**225.00**	225.00	0138000910 5880	BA/LCFF-CONCENTRATION/INSTR / OTHER
S64C0136	**SEHI COMPUTER PRODUCTS INC**	**323.25**	323.25	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64T0565	**SEHI COMPUTER PRODUCTS INC**	**10,505.63**	10,505.63	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
S64T0573	**SEHI COMPUTER PRODUCTS INC**	**1,062.03**	1,062.03	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64T0575	**SEHI COMPUTER PRODUCTS INC**	**1,551.49**	1,551.49	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64T0579	**SEHI COMPUTER PRODUCTS INC**	**749.94**	749.94	0128000010 4310	CY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
S64T0588	**SEHI COMPUTER PRODUCTS INC**	**560.91**	560.91	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64T0590	**SEHI COMPUTER PRODUCTS INC**	**251.83**	251.83	0140381110 4310	TITLE I - PARENTING / INSTRUCTIONAL MATL &
S64T0591	**SEHI COMPUTER PRODUCTS INC**	**1,293.00**	1,293.00	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0594	**SEHI COMPUTER PRODUCTS INC**	**88.43**	88.43	0127000910 4310	KE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64T0596	**SEHI COMPUTER PRODUCTS INC**	**52,378.63**	52,378.63	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
S64R1753	**SOCAL FLOW TESTING**	**370.00**	370.00	2768731185 6240	GIL/BOND SER 2019-MEAS H / PRELIMINARY TESTS
S64R1755	**SOCAL FLOW TESTING**	**1,060.00**	1,060.00	4528724085 6240	CY/NEIGHBORHOOD DEVE/FAC A / PRELIMINARY
S64R1790	**SOCALGRAD**	**634.60**	634.60	0125066027 4320	KATELLA/GRADUATION/SCH ADMIN / OTHER
S64R1792	**SOCALGRAD**	**7,664.20**	7,664.20	0127000031 4320	KE/GUID / OTHER OFFICE/MISC SUPPLIES
S64R1793	**SOCALGRAD**	**559.06**	559.06	0123140027 4320	SA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1794	**SOCALGRAD**	**1,008.71**	1,008.71	0168140027 4320	GI SOUTH/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1795	**SOCALGRAD**	**807.43**	807.43	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
S64R1796	**SOCALGRAD**	**1,025.79**	1,025.79	0120000031 4320	ANAHEIM GUID / OTHER OFFICE/MISC SUPPLIES
S64R1797	**SOCALGRAD**	**506.43**	506.43	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
S64R1854	**SOCALGRAD**	**1,370.25**	1,370.25	0127140027 4320	KE/SCH ADM / OTHER OFFICE/MISC SUPPLIES
S64R1857	**SOCALGRAD**	**456.07**	456.07	0122000031 4320	MA/GUID / OTHER OFFICE/MISC SUPPLIES
S64R1858	**SOCALGRAD**	**2,392.92**	2,392.92	0121140027 4320	WESTERN/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1859	**SOCALGRAD**	**1,958.36**	1,958.36	0120000031 4320	ANAHEIM GUID / OTHER OFFICE/MISC SUPPLIES
S64R1706	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,141.59**	1,141.59	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R1692	**STAPLES ADVANTAGE**	**714.91**	714.91	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64R1731	**STAPLES ADVANTAGE**	**1,513.46**	1,513.46	0152152027 4320	PUPIL TESTING/ADMINISTRATION / OTHER
S64R1831	**STAPLES ADVANTAGE**	**283.45**	283.45	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
S64R1845	**STAPLES ADVANTAGE**	**612.08**	612.08	0128000031 4320	CY/GUID / OTHER OFFICE/MISC SUPPLIES
S64R1849	**STAPLES ADVANTAGE**	**958.98**	958.98	0131140027 4320	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1850	**STAPLES ADVANTAGE**	**2,403.89**	2,403.89	0127261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
S64T0571	**SUPPLYMASTER**	**70.21**	70.21	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
S64T0592	**TEACHERS' CURRICULUM INSTITUTE**	**289.00**	289.00	0140000910 5880	SO/LCFF-CONCENTRATION/INSTR / OTHER
S64X0490	**THE BUS**	**10,000.00**	10,000.00	0113113036 5620	TRANS/REG-ED/TRANSPORTATION /
S64R1803	**TRANSFORMATIONAL LEADERSHIP**	**596.00**	596.00	0163379021 5210	TITLE IIIA / LIMITED ENG PROG / TRAVEL AND
S64R1814	**U.S. PACKAGING AND WRAPPING LL**	**1,010.27**	1,010.27	0118118072 4320	GRAPHICS/GENL ADM / OTHER OFFICE/MISC
S64R1690	**ULINE**	**796.82**	796.82	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64R1693	**ULINE**	**896.65**	896.65	0125000081 4347	KA/MO / OPERATIONS SUPPLIES - MISC
S64R1726	**ULINE**	**2,217.78**	2,217.78	0117751121 4320	IS/GOAL 1.11c/SUPV INSTR / OTHER OFFICE/MISC
S64R1767	**ULINE**	**3,313.31**	3,313.31	0131140027 4320	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1768	**ULINE**	**2,133.73**	2,133.73	0131140027 4320	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
S64R1818	**ULINE**	**887.33**	887.33	0135385010 4310	DA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
S64R1779	**UNIVERSAL STUDIOS HOLLYWOOD**	**2,656.00**	2,656.00	0125000010 5880	KA/INSTR / OTHER OPERATING EXPENSES
S64A0254	**WESTERN SPECIALTY CONTRACTORS**	**185,000.00**	185,000.00	0148230081 5610	HANDE/LGENERAL/MO / REPAIRS/MAINT - O/S
S64R1734	**WOODWIND AND BRASSWIND**	**1,619.48**	1,619.48	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
S64R1743	**WRIST BAND.COM**	**408.37**	408.37	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
	Fund 01 Total:	**1,513,860.95**			

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/04/2023 **FROM 04/03/2023 TO 04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
	Fund 25 Total:	**15,278.31**			
	Fund 27 Total:	**17,452,106.00**			
	Fund 45 Total:	**1,060.00**			
	Total Amount of Purchase Orders:	**18,982,305.26**			

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES **05/04/2023**

EXHIBIT X

FROM **04/03/2023** **TO** **04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R64R1361	**TEACHER'S DISCOVERY**	**878.56**	+619.62	0132381010 4210	OR/ECIA1/INSTR / BOOKS AND REFERENCE MATERIAL
R64X0438	**SMART AND FINAL IRIS CO**	**500.00**	+500.00	0132591510 4310	ORANGEVIEW/LOCAL GRANTS/GIFT / INSTRUCTIONA
S64A0032	**EXPRESS SCRIPTS INC.**	**15,000,000.00**	+4,000,000.00	6900690060 5895	HEALTH AND WELF/ENTERP / CLAIMS - PRESCRIPTIO
S64A0067	**YOUTH ENGAGE LLC**	**102,000.00**	+50,000.00	0115115021 5810	EDUCATION/SUPV INST / NON-INSTRUCTIONAL PROF
S64A0227	**BEACON DAY SCHOOL**	**141,383.28**	+42,543.32	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
S64R0973	**MACKIN LIBRARY MEDIA**	**1,077.50**	+128.98	0132381010 4210	OR/ECIA1/INSTR / BOOKS AND REFERENCE MATERIAL
S64R1051	**COSCO FIRE PROTECTION INC**	**4,379.60**	+759.20	0125230081 5610	KA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
S64R1081	**SOCALGRAD**	**1,717.47**	+24.79	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
S64R1150	**CALIF. DEPT. OF TAX AND FEE AD**	**3,622.60**	+194.60	0110230081 5880	MAINTENANCE/MO / OTHER OPERATING EXPENSES
S64R1310	**ORANGE COUNTY PUBLIC SAFETY**	**1,890.00**	+360.00	0164752110 5810	IS/STEM-A-PALOZZA/INSTR / NON-INSTRUCTIONAL
S64R1462	**POOL SUPPLY OF ORANGE COUNTY**	**7,114.34**	+6,225.05	0110240081 4410	MAINTENANCE/POOL/MO / EQUIPMENT - NON-
S64R1512	**CLEAN OUT KINGS**	**77,924.50**	+25,644.50	0128239081 5610	CY/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
S64R1514	**KENDALL HUNT PUBLISHING CO**	**214.06**	-44.61	0117469210 4210	INSTR SVC/ED EFFECTIVENESS / BOOKS AND
S64R1672	**PAPE MATERIAL HANDLING INC**	**14,038.31**	+213.34	0132000010 6490	OR/INSTR / EQUIPMENT - OTHER
S64S0108	**SOUTHWEST SCHOOL AND OFFICE SU**	**2,412.96**	+440.20	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64S0112	**CERTIFIED ART SUPPLY**	**1,451.67**	+329.71	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
S64T0455	**APPLE INC**	**5,073.52**	+79.00	0102000572 4410	SPECIAL PROJECTS BUDGET / EQUIPMENT - NON-
S64T0522	**BLUUM USA INC.**	**788.73**	-32.33	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
S64X0097	**TRUCK PRO PTO SALES CORPORATIO**	**40,000.00**	+5,000.00	0179113536 4376	GARAGE/TRANS-SP ED/TRANSP / TRANS SUPPLY-BUS
S64X0149	**DUNN EDWARDS PAINTS**	**13,099.89**	+5,099.89	0110237081 4355	MAINTENANCE/PAINT/MO / MAINTENANCE SUPPLIES
S64X0189	**U S BANK**	**150,000.00**	+50,000.00	0112112072 5210	PURCHASING/GENL ADM / TRAVEL AND CONFERENC
S64X0193	**WALKER JR HIGH SCHOOL**	**2,525.00**	+425.00	0134751640 5810	WA/ATHLETICS/ANCIL / NON-INSTRUCTIONAL PROF
S64X0219	**U S BANK**	**17,200.00**	+2,200.00	0128013010 4310	CY/HECT/INSTR / INSTRUCTIONAL MATL & SUPPLIES

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES **05/04/2023**

FROM **04/03/2023** **TO** **04/24/2023**

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64X0227	**VERTICAL TRANSPORT INC**	**33,465.00**	+6,465.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICES
S64X0283	**PROFESSIONAL GLASS**	**13,387.50**	+5,387.50	0110234081 4355	MAINTENANCE/GLASS/MO / MAINTENANCE SUPPLIES
S64X0353	**CERTIFIED TRANSPORTATION SVCS**	**45,000.00**	+15,000.00	0113113036 5620	TRANS/REG-ED/TRANSPORTATION /
S64X0356	**J.W. PEPPER AND SON INC.**	**588.22**	+88.22	0138008010 4310	BALL/VOC MUSIC/INSTR / INSTRUCTIONAL MATL &
S64X0381	**U S BANK**	**60,000.00**	+30,000.00	0117000921 4390	IS/SUPPLEMENTAL & CONCENTRATED / MEETING
S64X0404	**U S BANK**	**2,500.00**	+1,000.00	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64X0405	**U S BANK**	**2,500.00**	+1,000.00	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTIONAL
S64X0450	**INDEPENDENT**	**4,000.00**	+2,000.00	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES
S64X0456	**J.W. PEPPER AND SON INC.**	**600.00**	+100.00	0120007010 4310	ANAHEIM/INS MUS/INSTR / INSTRUCTIONAL MATL &
S64X0460	**SOCALGRAD**	**9,000.00**	+3,000.00	0124066027 4320	LO/GRADUATION/SCHL ADMIN / OTHER OFFICE/MISC

Fund 01 Total: **254,750.98**

Fund 69 Total: **4,000,000.00**

Total Amount of Change Orders: **4,254,750.98**

VENDOR CHECK REGISTER
April 03, 2023 through April 24, 2023

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
360DTii LLC	V6414513	4410	678.31	00185797
A 1 FENCE COMPANY	V6408537	4355	646.50	00185562
A U H S D FOOD SERVICE DEPT	V6400023	4390	53.88	00185659
A Z BUS SALES INC.	V6400025	4385	58.68	00185798
			476.97	00185892
AAA ELECTRIC MOTOR SALES	V6400033	4355	8.25	00185449
			23.81	00185563
			470.64	00185660
ACHIEVERS INC	V6412277	4310	503.29	00185799
ACS BILLING SERVICE	V6400072	5580	4,776.49	00185800
ADI	V6400095	4355	118.26	00185661
ADORAMA	V6411023	6490	327.55	00185450
ADVANTAGE WEST INVESTMENT ENTERPRISES INC.	V6412537	9320	16,571.09	00185801
AFIFY, YASMIN	V6414928	5220	14.14	00185451
AGRI TURF DISTRIBUTING LLC	V6412836	4347	1,039.25	00185452
			164.25	00185564
			161.71	00185662
AGUINAGA GREEN INC	V6412753	4347	489.51	00185893
AGUIRRE, ROXANNE	V6414489	5220	26.20	00185516
			28.50	00185663
AIRGAS USA LLC	V6413792	4376	118.25	00185802
AIRSUPPLY TOOLS INC.	V6412933	4375	21.33	00185803
ALL WE PRINT	V6412650	4310	210.11	00185453
			1,777.88	00185517
		4410	781.19	00185453
ALT REV CASH FUND	V6405195	4310	3,086.24	00185916
		4320	339.13	00185916
		4347	196.77	00185916
		4390	551.11	00185916
AMAZON CAPITAL SERVICE	V6410684	4310	277.27	00185454
			206.10	00185518
			1,636.35	00185664
			449.24	00185917
		4320	603.38	00185664
		4347	937.59	00185454
		5610	79.98	00185664
AMAZON WEB SERVICES INC.	V6412894	5880	201.89	00185455
ANAHEIM HIGH SCHOOL	V6400260	8699	748.97	00185519
ANAHEIM UNION HIGH SCHOOL DIST	V6400267	5454	26,405.54	00185665
ANCHETA, ALYSSA	V6414701	4310	242.39	00185666
ANDERSON, LESLIE	V6402718	5210	1,114.01	00185565
ANIXTER	V6400966	4355	198.73	00185667
APPLE INC	V6400319	4410	4,593.37	00185456
ARELLANO, JONATHAN	V6414878	5210	151.18	00185804
ARRIZON, VIRGINIA	V6414836	4310	211.14	00185668
ARROW SERVICES INC	V6412839	5580	1,578.75	00185457
ART SUPPLY WAREHOUSE	V6400350	4310	820.51	00185458
			154.54	00185621
		4410	646.49	00185458

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
AT AND T	V6400374	5918	18.69	00185459
			53.39	00185669
			76.15	00185962
	V6406157	5918	14,944.77	00185805
ATTAINMENT CO. INC.	V6400391	4310	629.15	00185460
AUDIO RESOURCE GROUP INC	V6411241	4410	2,440.54	00185461
AVID CENTER	V6400410	5210	1,700.00	00185462
AVILA, MONSERRAD	V6414711	5220	32.30	00185806
AWARDS BY PAUL	V6400412	4320	258.60	00185463
			57.11	00185520
B AND H PHOTO VIDEO INC	V6400422	4310	775.03	00185464
			2,904.82	00185566
			574.09	00185670
			808.09	00185743
			2,071.46	00185918
		4410	2,835.98	00185670
			2,023.55	00185918
		6490	139.93	00185670
B AND M LAWN AND GARDEN INC	V6400423	4347	433.68	00185465
			367.30	00185671
B J FREEMAN PHD	V6414949	5850	6,500.00	00185894
BALL JR HIGH SCHOOL	V6400433	8699	290.44	00185521
BANDERAS, HAYLIE	V6414941	5230	229.00	00185744
BARNES AND NOBLE	V6400450	4210	178.74	00185466
			150.58	00185672
			12.06	00185745
			1,549.45	00185919
		4310	585.72	00185466
			658.30	00185919
			21.53	00185963
BAVCO	V6407678	4355	279.04	00185673
BEACON DAY SCHOOL	V6409269	5860	98,982.42	00185622
BENNETT, VAISHALI	V6414934	5210	914.85	00185567
BERTRAND'S MUSIC	V6412730	4410	1,329.63	00185364
			1,508.49	00185674
BEST BUY FOR BUSINESS	V6408717	4310	670.74	00185365
		4410	2,420.51	00185568
BEST PRICE APPLIANCE CORPORATION	V6414367	5610	500.00	00185920
BEST-VIP CHAUFFEURED WORLDWIDE	V6414620	5620	2,252.50	00185467
BISHOP INC	V6414600	5610	14,374.65	00185522
BLICK ART MATERIALS LLC	V6401357	4310	1,779.69	00185468
			3,924.76	00185569
			1,243.23	00185623
			2,009.67	00185746
			2,182.80	00185807
			243.58	00185921
BLUUM USA INC.	V6404796	4410	9,516.48	00185675
			594.78	00185964
BOOMERANG PROJECT	V6408986	5210	6,950.00	00185570
BPS SUPPLY GROUP	V6400476	4355	373.28	00185676
BRIDGEPORT GOLF CARS	V6413224	4347	1,409.10	00185965
		5610	1,487.64	00185808
			4,077.96	00185965
BROOKHURST JUNIOR HIGH SCHOOL	V6400602	8699	112.52	00185523

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
BSN SPORTS LLC	V6412536	4310	2,425.85	00185469
			1,727.78	00185922
BUDDY'S ALL STARS INC	V6406311	4310	826.19	00185809
		5630	5,390.20	00185895
BULK BOOKSTORE	V6414414	4210	3,400.81	00185923
BUREAU FOR AT RISK YOUTH	V6403866	4310	86.57	00185747
C TECH CONSTRUCTION INC.	V6410905	5610	961.36	00185366
CABRERA, CANDACE	V6414734	5220	333.45	00185810
CALIF. DEPT. OF TAX AND FEE ADMINISTRATION	V6404444	4382	75.94	00185411
		5880	194.60	00185811
CALIFORNIA CUSHION COMPANY INC.	V6411382	4355	769.31	00185571
CALIFORNIA DEPARTMENT OF EDUCATION	V6400686	8660	3,968.40	00185966
CALIFORNIA DEPT. OF JUSTICE	V6400689	5880	1,546.00	00185812
CALIFORNIA PLUMBING PARTS	V6412567	4355	843.81	00185367
			1,049.05	00185470
			2,778.14	00185677
			400.03	00185896
CALIFORNIA RETROFIT INC	V6406910	4355	899.45	00185471
			478.75	00185813
			4,793.34	00185897
			259.68	00185967
CAMBEROS, MARGARITO	V6414263	5220	61.90	00185814
CAMERON WELDING SUPPLY	V6400741	4355	586.61	00185368
CANELA SOFTWARE INC	V6413193	5880	594.00	00185678
CARDOZA, ROSIE	V6410927	5210	885.58	00185815
CARE YOUTH CORPORATION	V6412565	5860	26,098.00	00185572
CAROLINA BIOLOGICAL SUPPLY CO.	V6400778	4310	1,475.78	00185472
			280.11	00185573
			1,870.98	00185679
			37.97	00185968
CAROLYN J KELLEY	V6414958	5805	500.00	00185969
CASILLAS, ROBYN	V6412036	8699	120.63	00185624
CASTO, CAROLE	V6411846	5210	834.90	00185816
CDW GOVERNMENT INC.	V6400819	4320	1,412.99	00185817
			172.22	00185970
CEMEX	V6404364	4355	1,565.82	00185369
			3,435.89	00185473
			3,689.63	00185524
CENGAGE LEARNING	V6404723	4310	2,693.48	00185971
CERASUOLO, KATHRYN	V6412765	5210	875.53	00185818
CERTIFIED ART SUPPLY	V6400850	9320	1,451.67	00185748
CERTIFIED TRANSPORTATION SVCS	V6400852	5620	4,215.90	00185972
CERTIFIX LIVE SCAN	V6414255	5880	750.00	00185749
CHILDERS, KAITI	V6412258	5220	23.84	00185574
CHOI, YOONHEE	V6414868	5220	43.23	00185973
CHRISTIAN BUILDING MATERIALS	V6400919	4355	359.86	00185474

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
CITY OF ANAHEIM	V6400957	5520	144,887.18	00185475
			15.60	00185575
			37,383.40	00185680
			52,690.34	00185974
		5530	11,153.05	00185475
			1,851.21	00185575
			2,044.84	00185680
			3,859.61	00185974
		5580	23,274.14	00185475
			3,941.65	00185575
			2,487.90	00185680
			9,089.76	00185974
CITY OF BUENA PARK	V6400958	5530	2,279.09	00185975
		5580	227.91	00185975
CLAIM RETENTION SERVICES INC.	V6408940	5810	2,250.00	00185476
CLEAN OUT KINGS	V6413766	5610	76,080.00	00185576
COALITION FOR ADEQUATE SCHOOL HOUSING (CASH	V6413750	5210	360.00	00185819
COMMUNITY PARTNERS	V6414231	5310	30,000.00	00185976
COMPREHENSIVE DRUG TESTING INC.	V6410899	5810	600.00	00185820
COOKE, MARYJO	V6407036	5210	1,814.04	00185898
		5220	104.60	00185821
COPPLE, JOHN	V6413310	4310	618.57	00185525
CORTEZ, NANCY	V6408048	5210	459.13	00185977
CORWIN PRESS INC.	V6401107	4210	415.69	00185899
COSCO FIRE PROTECTION INC	V6412879	5610	10,027.00	00185370
			8,053.00	00185681
CREATIVE BUS SALES	V6409840	4385	113.78	00185477
CRISP IMAGING	V6408990	5880	4,848.76	00185682
			2,424.38	00185791
		6241	214.52	00185791
		6269	622.48	00185791
CSM CONSULTING INC.	V6409922	5810	6,900.00	00185822
CSUF AUXILIARY SERVICES CORP	V6413770	5880	2,584.93	00185683
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	5810	7,755.00	00185792
CVT RECYCLING	V6407455	5580	760.05	00185684
DAVE NGUYEN AND TRACY TRAN	V6414935	5880	2,842.00	00185526
			475.00	00185685
			285.00	00185823
DB SERVICE CENTER LLC	V6411405	4347	212.16	00185478
DECKER INC	V6401302	4310	239.99	00185479
		4347	352.58	00185900
		4410	531.16	00185479
DEL SOL SCHOOL	V6411308	5860	2,808.00	00185577
DEMCO INC	V6401318	4310	319.00	00185480
		4410	1,074.81	00185480
DISNEYLAND RESORT	V6411011	5880	4,263.00	00185901
DIVISION OF THE STATE ARCHITECT	V6411414	6210	3,036.10	00185750
DUNN EDWARDS PAINTS	V6401448	4355	501.06	00185481
			1,063.52	00185527
			994.48	00185686
			2.76	00185978
EAI EDUCATION	V6401460	4310	831.25	00185578
EAST WHITTIER GLASS AND MIRROR CO INC	V6413882	5610	9,342.60	00185528
EBERHARD EQUIPMENT	V6405532	4347	252.32	00185579

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
EBSCO SUBSCRIPTION SERVICE	V6401474	4310	35.68	00185751
ECA EDUCATIONAL SERVICES INC	V6414636	4310	2,049.60	00185687
ECONOMY RENTALS INC	V6401478	5620	585.00	00185482
			450.00	00185688
			380.00	00185824
			255.00	00185902
			518.10	00185924
EDUCATIONAL INNOVATIONS INC	V6401510	4310	49.92	00185689
EL CANTARITO RESTAURANT	V6413303	4390	2,691.56	00185690
ERC ROOFING AND WATERPROOFING	V6414317	5610	36,214.00	00185483
ERICKSON HALL CONSTRUCTION CO	V6413032	6269	659,493.72	00185825
EVERDRIVEN TECHNOLOGIES LLC	V6414531	5620	5,276.92	00185580
EVOQUA WATER TECHNOLOGIES LLC.	V6408457	5610	1,493.11	00185484
EWING IRRIGATION PRODUCTS	V6401634	4355	929.93	00185371
			268.94	00185826
FARMERS AND MERCHANTS BANK	V6412156	5880	7,433.92	00185752
FEDEX	V6401675	5910	43.34	00185581
			5.66	00185827
FERGUSON ENTERPRISES INC	V6409823	4355	2,077.02	00185372
			741.71	00185485
			33.57	00185529
			2,008.66	00185753
			293.36	00185828
			156.70	00185940
FERGUSON, JULIANN	V6412657	5210	40.00	00185941
FINISHMASTER INC	V6406583	4375	999.16	00185412
FIVE STAR RUBBER STAMP INC	V6405116	4320	189.20	00185530
FLEET SERVICES INC	V6405625	4370	871.08	00185373
			1,208.84	00185413
		4376	151.15	00185829
FLINN SCIENTIFIC INC	V6401708	4310	433.69	00185374
			548.79	00185414
			126.54	00185486
			16.26	00185582
			350.83	00185691
			1,736.99	00185830
			1,469.46	00185903
FLORES, CAROLINA	V6414932	5210	1,001.31	00185531
FOLLETT HIGHER EDUCATION GROUP	V6414944	4310	1,095.28	00185692
FONG, CATHY	V6408093	5210	639.60	00185375
FOUNDATION BUILDING MATERIALS LLC	V6414185	4355	684.01	00185831
FREESTYLE PHOTOGRAPHIC SUPPLIES	V6401761	4310	710.40	00185832
FRIED, JARON	V6408045	5210	324.77	00185376
FUJIMOTO, DIANA	V6401342	5210	256.37	00185377
FULLERTON FORD	V6414336	4370	452.49	00185378
			7,691.32	00185487
FUSION LEARNING INC	V6413641	5880	41,074.00	00185532
FUTURE SHREDDING INC	V6414221	5610	423.00	00185533
GANAHL LUMBER CO	V6401804	4310	302.97	00185534
			29.34	00185942
		4355	5,621.40	00185488
			2,765.23	00185534
			50.41	00185583
			162.74	00185754

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
			84.31	00185833
GANGNATH, TODD	V6412233	5210	49.59	00185834
GARCIA, TANYA	V6414860	5210	1,402.43	00185489
GARDENA VALLEY NEWS	V6401808	4310	1,296.00	00185835
GAS COMPANY, THE	V6404372	5510	8,338.24	00185635
			82,218.37	00185693
GAUDETTE, ROBERT	V6403961	5210	503.54	00185836
GHATAODE BANNON ARCHITECTS	V6408656	5810	9,137.50	00185694
GIAKOUMIS, SABINA	V6409517	5210	284.03	00185379
GIANNELLI ELECTRIC INC.	V6401857	4355	130.55	00185695
		4410	1,040.60	00185695
		5610	3,328.00	00185695
GILBERT, JEFF	V6411446	5220	16.51	00185943
GLASBY MAINTENANCE SUPPLY CO.	V6401863	4347	178.86	00185490
			1,622.19	00185755
			426.69	00185837
			515.80	00185944
		9320	769.38	00185837
			1,136.81	00185944
GOLDEN STATE WATER COMPANY	V6408018	5530	9,056.56	00185945
GONZALEZ, PAOLA	V6412802	5210	435.00	00185584
GOPHER PATROL	V6414488	5610	300.00	00185585
GOPHER SPORTS EQUIPMENT	V6401902	4310	2,499.17	00185380
			2,144.22	00185415
			1,038.30	00185696
		4410	3,596.70	00185415
GRAINGER	V6404982	4355	120.79	00185416
			1,562.77	00185491
			743.42	00185586
			1,109.85	00185697
			576.20	00185946
			1,250.94	00185979
		4370	367.27	00185416
		4410	575.87	00185491
		9320	488.92	00185491
GREATER ANAHEIM SELPA	V6401927	5805	138,524.41	00185535
		8311	259,272.05	00185636
GREENWOOD, ERIK	V6408076	5210	256.13	00185381
GUERRERO, ALBERT	V6414930	5210	1,611.59	00185536
GUITAR CENTER STORES INC	V6401958	4320	316.79	00185698
			15.09	00185756
		4410	4,060.83	00185492
			3,469.55	00185698
H AND H AUTO PARTS WHOLESALE	V6401967	4385	917.87	00185493
			344.91	00185838
HALL, CANDICE	V6413728	5220	20.63	00185699
HAN, RACHEL	V6414859	5210	129.00	00185382
HATCHER, PATTY	V6408994	5220	21.62	00185587
HATZIS, PANAYIOTA	V6414839	5210	938.18	00185383
HCI SYSTEMS INC	V6413251	5880	2,113.53	00185537
HEALTHY ADVENTURES FOUNDATION	V6412541	5810	1,895.83	00185494
			2,045.60	00185637
HEATHERBROOK COACHING	V6414686	5310	725.00	00185495
HERNANDEZ, CARLOS	V6400767	5210	284.08	00185384

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
HERNANDEZ, MONA	V6414632	5210	34.65	00185839
HERNANDEZ, ROXANNA	V6413494	5210	239.09	00185385
HIGHTOWER, JAYETTE	V6414840	5220	80.17	00185700
HOANG, VY HUYEN	V6413272	5220	218.97	00185840
HOLLAR SPEECH & LANGUAGE SERVICES	V6414936	5850	2,600.00	00185538
HOME DEPOT CREDIT SERVICES	V6405234	4320	145.33	00185841
		4355	797.60	00185417
			1,203.81	00185496
			531.91	00185588
			523.26	00185638
			288.76	00185701
			377.83	00185757
			573.96	00185841
			1,124.46	00185947
HORIZON	V6408259	4355	538.75	00185702
		4410	18,623.51	00185702
HOUSTON, AMBER	V6413063	5210	1,057.15	00185386
HUNTINGTON BEACH U.H.S.D.	V6402101	5620	182.50	00185980
ICS SERVICE CO.	V6406452	5610	2,601.00	00185948
IDELFONZO, ANGELINA	V6414953	5220	5.24	00185904
IMAGE APPAREL FOR BUSINESS	V6402628	4320	1,276.13	00185589
		4345	791.13	00185589
			233.96	00185639
			206.40	00185758
			262.40	00185949
		4388	136.96	00185842
			116.02	00185981
		5610	132.39	00185842
IMAGE SOURCE	V6412458	4320	1,402.91	00185539
IML SECURITY SUPPLY	V6414527	4410	2,620.59	00185418
INDEPENDENT	V6413456	4320	1,050.00	00185759
INSTITUTE FOR EDUCATIONAL LEADERSHIP, THE	V6411932	5210	525.00	00185982
J AND A FENCE	V6409989	5610	495.00	00185843
J.W. PEPPER AND SON INC.	V6402214	4310	314.08	00185419
			1,427.63	00185640
			357.75	00185703
			472.51	00185844
			477.28	00185905
			1,234.60	00185950
			135.71	00185983
JACKSONS A S BREA F M P	V6406346	4347	708.91	00185951
JASON, LEAH	V6414435	5220	49.05	00185641
JHM SUPPLY INC.	V6411647	4355	352.60	00185420
			727.77	00185590
			8,337.91	00185642
			247.68	00185704
			279.83	00185845
			260.54	00185952
JOHN A ERHARD	V6414956	5805	500.00	00185984
JOHNSTONE SUPPLY	V6402415	4355	215.48	00185591
JONES, JAYNA	V6414695	5220	98.97	00185643
JONI YURIE PRADO	V6414957	5805	500.00	00185925
JUICED UP ATHLETICS	V6412968	4320	1,508.50	00185592
JUNIOR LIBRARY GUILD	V6402477	4210	173.47	00185953

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
JUSTICE TESTING	V6413455	5610	150.00	00185846
KAREN FERN SCHNEE	V6414940	5850	4,300.00	00185497
KATELLA HIGH SCHOOL	V6402515	8699	3,044.32	00185540
KELLY SPICERS INC	V6404405	4320	8,156.34	00185705
KENDALL HUNT PUBLISHING CO	V6402568	4210	103.56	00185760
			44.60	00185954
KENNEDY HIGH SCHOOL	V6402571	5810	3,302.00	00185706
		8699	1,087.80	00185541
KESLER SCIENCE LLC	V6414350	5880	299.00	00185644
KLINGSPOM, MONICA	V6412618	5210	289.00	00185387
KNORR SYSTEMS INC.	V6402610	4355	286.62	00185645
KRIDNER, MICHAEL	V6414931	5210	75.00	00185542
	V6414943	5230	88.00	00185707
KUSTOM IMPRINTS	V6408734	4310	525.82	00185985
KWON, AMY	V6414161	5210	296.55	00185388
LA CURAN, ANJEANETTE	V6414774	5220	161.32	00185847
LABELL EXCHANGE	V6412680	5918	746.69	00185848
LANGMUIR SYSTEMS LLC	V6414030	4410	1,295.58	00185498
LENNOX INDUSTRIES INC	V6414224	4355	78.52	00185543
LEXINGTON JUNIOR HIGH SCHOOL	V6402729	5810	110.00	00185986
		8699	456.70	00185544
LINK, TOM E.	V6410795	5220	39.36	00185708
LOARA ASB	V6402803	8699	308.06	00185545
LOGAN RIVER ACADEMY	V6409188	5860	13,358.62	00185646
LOPEZ, MARK	V6414861	5210	269.00	00185389
LUCYS LAUNDRY ANAHEIM	V6412017	5560	254.71	00185421
			1,402.63	00185761
M COACH	V6413167	5620	5,240.64	00185987
MACKIN LIBRARY MEDIA	V6402903	4210	51.48	00185647
			725.43	00185955
MAG TROL INC	V6402913	4410	1,159.39	00185422
MAGNOLIA HIGH SCHOOL	V6402920	5810	561.00	00185648
		8699	313.28	00185546
MAINTEX INC.	V6411331	9320	4,137.86	00185762
MAJEWSKI, MICHELLE	V6403118	5210	35.00	00185849
MANHATTAN STITCHING INC	V6413802	4310	112.06	00185956
		4320	1,653.96	00185956
MATSUDA, MICHAEL	V6403107	5210	29.00	00185390
MC FADDEN DALE HARDWARE CO	V6403056	4355	270.86	00185593
			454.26	00185763
			788.51	00185850
			42.99	00185957
MC KESSON MEDICAL SURGICAL INC.	V6403060	4310	494.83	00185709
MD INSTALLATIONS INT'L INC.	V6410469	4355	1,123.75	00185851
MEDCO SPORTS MEDICINE	V6405872	4310	11,856.98	00185391
		4320	13.64	00185499
			4.74	00185710
		4410	584.93	00185391
MICHAELS	V6403111	4310	474.18	00185423
			370.27	00185711
MIDDLETON, EMILY	V6414754	5220	47.16	00185547
MIKE ELAM CONSTRUCTION	V6412866	4410	2,053.72	00185649
		5610	4,600.00	00185649
MISSION LINEN SUPPLY	V6411115	4388	150.52	00185424

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
			301.04	00185650
			150.52	00185852
MONTENEGRO, ROBERT	V6403968	3701	1,178.10	00185594
MONTGOMERY HARDWARE CO.	V6405624	4355	1,004.27	00185764
		4410	2,816.68	00185651
MONTOY, NICOLE	V6413103	5210	708.16	00185392
MORENO, LORENA	V6413094	5210	292.09	00185393
MORSCO SUPPLY LLC	V6412910	4355	1,180.73	00185652
			870.06	00185988
MOUNGER, LACIE	V6411693	5210	977.63	00185906
MUSIC AND ARTS CENTER	V6411397	4310	2,273.03	00185425
			1,122.42	00185653
			259.94	00185712
			1,013.89	00185765
			128.98	00185853
			191.20	00185907
			326.70	00185958
NASCO	V6403253	4310	575.97	00185426
			992.53	00185713
			2,112.13	00185989
		4410	1,055.94	00185989
NATIONAL RESTAURANT ASSOCIATION	V6412247	4210	662.77	00185394
NCCEP	V6410431	5210	16,950.00	00185959
NEELY, PATRICIA	V6411271	5210	788.78	00185395
NEW HAVEN YOUTH AND FAMILY SRVS	V6407247	5860	7,433.71	00185654
			13,253.92	00185714
NEWEGG BUSINESS INC	V6412716	4310	367.45	00185427
NIMCO	V6403365	4310	2,237.05	00185428
NORCON COMMUNICATIONS INC	V6409357	4410	3,310.04	00185429
NORTH ORANGE COUNTY REGIONAL	V6403384	7283	716,240.00	00185548
NSAV SOLUTIONS	V6411265	4310	130.55	00185715
NUNEZ, JACQUELINE S	V6414920	5805	695.00	00185960
OAK GROVE INSTITUTE	V6403402	5860	19,647.12	00185990
OCDE	V6403452	5210	129.00	00185595
		5880	1,250.00	00185596
			1,526.26	00185855
		7141	195,986.73	00185549
			97,475.94	00185766
OCHOA, DEMMI	V6411354	4310	553.63	00185767
OFFICE DEPOT	V6403421	4310	994.44	00185768
		4320	422.56	00185396
			1,004.46	00185430
			157.26	00185550
			798.96	00185597
			731.33	00185768
			199.99	00185856
			2,573.07	00185991
OLIVE CREST ACADEMY	V6410765	5860	7,342.80	00185598
ONE DAY SIGNS	V6405664	4355	258.60	00185769
ORANGE COUNTY FARM SUPPLY	V6403455	4347	1,549.01	00185716
ORANGE COUNTY PUBLIC SAFETY	V6411157	5810	240.00	00185431
			240.00	00185551
			3,600.00	00185656
ORANGEVIEW JR HIGH SCHOOL	V6403468	8699	334.04	00185552

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
ORCHARD INC	V6414613	5610	800.00	00185857
O'REILLY AUTO PARTS	V6411401	4370	826.85	00185655
			458.66	00185854
			170.78	00185961
		4375	53.16	00185655
			18.17	00185854
			107.38	00185961
		4376	1,596.24	00185655
			69.15	00185854
		4385	1,304.05	00185655
			174.87	00185854
			(524.44)	00185961
		4387	134.93	00185655
			438.71	00185961
ORIENTAL TRADING COMPANY	V6403475	4310	430.78	00185397
ORTEGA, ALMA	V6414929	5210	150.35	00185553
ORVAC ELECTRONICS	V6403479	9320	1,076.15	00185858
OXFORD ACADEMY	V6403485	8699	750.66	00185554
PAANANEN, LINDSAY	V6414951	5210	1,214.50	00185859
PALMER, DONALD	V6405811	5220	189.40	00185398
PARADIGM HEALTHCARE SERVICES LLC	V6403536	5810	14,356.80	00185860
PARAMOUNT WATERPROOFING AND RESTORATION	V6414867	5610	7,532.00	00185861
PARK, JULIA	V6414759	5220	26.07	00185625
PARKHOUSE TIRE INC.	V6403547	4386	884.73	00185862
			595.88	00185908
PARTITION SPECIALTIES INC	V6414618	5610	2,133.00	00185599
PATINO, REUBEN	V6403910	5220	96.68	00185600
PAVASARS, JOHN	V6408437	5220	208.29	00185626
PCE SOLUTIONS	V6413319	5210	1,647.00	00185926
PELICAN AUTO	V6414406	4370	109.95	00185992
		5610	367.54	00185863
			109.95	00185992
PENNER PARTITIONS INC	V6403625	4355	929.40	00185399
			426.69	00185927
PERSAUD, SONITA	V6408884	5220	16.57	00185400
PHUNG, JANE	V6414672	5220	13.76	00185601
PINEDA'S NURSERY INC	V6403670	4347	40.78	00185602
PINNACLE PETROLEUM INC.	V6412426	4381	35,285.14	00185432
PIPS	V6407384	3601	416,509.38	00185401
		3602	138,836.45	00185401
PITNEY BOWES	V6403677	5910	2,513.42	00185555
PITSCO INC.	V6403679	4310	138.96	00185717
			8,782.11	00185928
PLUMBMASTER	V6403694	9320	573.66	00185500
POOL SUPPLY OF ORANGE COUNTY	V6403700	4410	889.29	00185864
PORTVIEW PREPARATORY INC.	V6411850	5860	22,960.30	00185603
POWERS, REGINA	V6411665	5210	1,611.00	00185909
PRESENTATION FOLDER INC	V6403738	4320	2,585.55	00185501
PRINGLES DRAPERIES AND BLINDS	V6405953	4410	7,213.32	00185433
			3,633.33	00185502
		5610	490.00	00185433
			940.00	00185502
PROFESSIONAL GLASS	V6413762	4355	920.15	00185604
			757.46	00185770

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
PROVO CANYON SCHOOL	V6406450	5860	31,194.00	00185771
QUALTRICS LLC	V6413875	5880	18,900.00	00185434
QUICK CRETE PRODUCTS CORP	V6403805	4410	7,219.25	00185993
QUILL CORP.	V6403807	4310	263.38	00185929
		4320	74.52	00185929
RABBIT LASER USA LLC	V6412226	5610	650.00	00185865
RAISE3D TECHNOLOGIES INC.	V6413993	4310	203.58	00185503
RAPTOR TECHNOLOGIES LLC	V6413501	5880	1,499.17	00185504
REFRIGERATION SUPPLIES DIST.	V6403873	4355	319.32	00185994
REINDL, SCOTT	V6409277	5210	1,150.70	00185605
REPUBLIC SERVICES OF SO. CALIFORNIA	V6410174	5580	13,763.91	00185772
REVOLVING CASH FUND	V6405190	4310	612.00	00185930
		4390	1,455.68	00185930
		5210	165.00	00185930
		5610	450.00	00185930
		5880	343.62	00185930
			26,327.00	00185995
		8675	15.00	00185930
		8699	40,500.00	00185931
RICOH BUSINESS SYSTEMS	V6404133	4410	1,241.26	00185435
		6490	19,593.44	00185435
RILES, QUINTON	V6414719	5210	20.00	00185910
RIVERSIDE INSIGHTS	V6413468	4310	919.17	00185718
ROBOLINK	V6413203	4310	80.81	00185606
ROBOTSHOP INC.	V6412098	4310	354.01	00185436
RODARTE, JACQUELINE	V6413086	5210	241.58	00185866
ROSSIER PARK SCHOOL	V6411451	5860	20,427.47	00185773
RUHNAU CLARKE ARCHITECTS	V6412249	6212	1,005.00	00185793
RWC INTERNATIONAL LTD	V6414635	4370	1,034.28	00185911
		4375	957.08	00185867
		4385	380.36	00185911
		5880	1,650.72	00185867
S.C. SIGNS AND SUPPLIES LLC	V6410977	4355	994.53	00185627
			652.97	00185912
SANCHEZ, GUADALUPE	V6414942	5230	138.06	00185774
SANTIAGO, RAFAEL	V6409310	5210	375.27	00185607
SAVANNA HIGH SCHOOL	V6404130	8699	574.21	00185556
SCHOOL SPECIALTY INC	V6404173	4310	292.90	00185437
			200.61	00185719
			408.81	00185868
		4410	1,337.40	00185719
SCHOOLPOSTERS.COM LLC	V6414075	4310	201.90	00185996
SCHORR METALS INC	V6404179	4355	1,784.51	00185438
			204.34	00185775
SCHREINER, GABRIELLE	V6414819	5210	623.21	00185608
SCSBOA	V6406007	5880	200.00	00185505

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
SEHI COMPUTER PRODUCTS INC	V6404221	4310	4,723.46	00185609
			161.36	00185869
			1,551.49	00185913
			229,143.75	00185932
		4320	1,099.05	00185609
		4410	11,325.79	00185439
			5,727.99	00185609
			6,924.23	00185913
			3,011.15	00185932
		5610	1,155.00	00185869
SHERMAN, TYLER	V6413557	5210	331.65	00185776
SHERWIN WILLIAMS CO., THE	V6410919	4355	28.28	00185720
SHOEMAKER, BRION	V6400592	5210	451.38	00185777
SIERRA, JAVIER	V6414778	5220	282.04	00185506
		5810	9,940.00	00185440
SIGLER INC., RUSSELL	V6410420	4355	107.75	00185721
SITEONE LANDSCAPE SUPPLY LLC	V6414074	4347	1,145.85	00185610
SKETCHFORSCHOOLS PUBLISHING	V6414926	4310	522.48	00185722
SMART AND FINAL IRIS CO	V6404306	4310	767.67	00185933
SOCALGRAD	V6411708	4320	3,563.54	00185628
			5,224.12	00185778
			1,007.46	00185934
			492.96	00185997
SOCIETY OF HEALTH AND PHYSICAL EDUCATORS	V6411758	5880	1,678.87	00185723
SOLORZANO, RAQUEL	V6408953	5210	926.09	00185402
SOSA, KANDYCE	V6413144	5220	127.07	00185870
SOUTH JHS ASB	V6405227	8699	400.07	00185557
SOUTHERN CALIFORNIA EDISON CO.	V6404370	5520	87,618.97	00185629
SOUTHLAND MICROSCOPE SERVICES INC	V6414492	5610	225.00	00185871
SOUTHWEST SCHOOL AND OFFICE SUPPLY	V6404383	4310	443.22	00185507
			144.98	00185630
			1,141.59	00185779
		4320	119.65	00185630
			105.02	00185724
		4410	2,289.96	00185724
		9320	35,609.46	00185441
			780.97	00185611
SPEECH AND LANGUAGE	V6404400	5860	64,085.76	00185998
SPINITAR PRESENTATION PRODUCTS	V6404407	4310	1,161.69	00185725
		6490	9,295.66	00185725
STAPLES ADVANTAGE	V6410116	4310	491.88	00185403
			1,599.12	00185612
			548.10	00185872
			569.96	00185999
		4410	714.91	00185999
STEM SUPPLIES	V6414866	4310	435.73	00185726
STENBERG, SAMANTHA	V6414933	5220	5.04	00185442
STEVENSON, ANNA	V6408980	5210	783.31	00185404
STORM WATER INSPECTION	V6412799	5610	3,810.00	00185613
STROUD, TONI	V6414924	5210	675.60	00185405
SUPPLYMASTER	V6404538	4310	565.04	00185631
			2,340.33	00185780
SWEETWATER	V6409201	4310	96.98	00185508
			1,433.08	00185781

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
SYCAMORE JR HIGH ASB	V6404569	8699	36.70	00185558
T MOBILE	V6410424	5918	1,140.72	00185443
			13,739.55	00185444
			1,050.30	00185727
TEACHERS COLLEGE PRESS	V6404619	4210	1,125.53	00185509
TEACHER'S DISCOVERY	V6404620	4310	277.83	00185873
TENNIS WAREHOUSE	V6411823	4410	1,216.50	00185728
THOMSON REUTERS WEST	V6407958	5880	161.00	00185510
THORNE, TAYLOR	V6413559	5210	1,214.50	00185874
TIME WARNER CABLE	V6411698	5930	869.66	00185875
			574.74	00185876
TOUCHBOARDS.COM	V6412452	4320	2,063.68	00186000
TRILLIUM USA COMPANY LLC	V6414462	4392	1,133.17	00185511
			1,072.99	00186001
TRUCK PRO PTO SALES CORPORATION	V6403784	4376	835.99	00185877
		5610	2,453.22	00185782
TURF STAR INC	V6404805	4347	159.70	00185935
TURNER, ROBIN	V6403977	5210	1,890.91	00185878
U S BANK	V6406511	4310	17,911.80	00185783
		4320	5,343.80	00185783
		4347	510.60	00185783
		4390	4,774.71	00185783
		4410	1,415.82	00185783
		5210	28,101.50	00185783
		5310	362.96	00185783
		5880	8,989.37	00185783
ULINE	V6406546	4320	4,351.72	00186002
		4347	896.75	00186002
		4410	796.93	00186002
UNI POINT LLC	V6406402	5610	312.50	00185445
UNION AUTO SERVICE CENTER	V6404840	4370	1,080.84	00185446
			926.39	00185879
		5610	692.00	00185446
			585.00	00185879
UNIVERSAL STUDIOS HOLLYWOOD	V6404863	5880	2,656.00	00185880
VALENZUELA, ANDREA	V6409612	5210	899.00	00185614
VALLEY VISTA SERVICES INC	V6411966	5580	7,703.45	00185615
VARGAS, ERNESTO	V6414925	5210	5,037.80	00185616
			3,832.01	00185936
VERNIER SOFTWARE	V6404919	4310	1,803.90	00185881
		4410	1,818.82	00185881
VERTICAL TRANSPORT INC	V6413440	5610	641.94	00185784
VEX ROBOTICS INC	V6410612	4310	17,235.70	00185617
VILLA, JUAN	V6402449	4310	339.06	00185785
VISION COMMUNICATIONS CO.	V6404955	4310	752.10	00185914
VISTA PAINT CORPORATION	V6404961	4355	237.14	00185632
			466.08	00185882
W STRATEGIES LLC	V6414038	5810	5,000.00	00185447
WALKER JR HIGH SCHOOL	V6404990	5810	540.00	00186003
		8699	318.06	00185559
WALTERS WHOLESALE ELECTRIC CO	V6409053	4355	435.71	00185406
			691.05	00185618
			1,204.28	00185729
			43.57	00185786

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
WASHINGTON MUSIC CENTER	V6413436	4310	446.63	00185883
WAXIE SANITARY SUPPLY	V6405008	4310	1,018.24	00186004
WAXMAN MARKS, MICHELLE	V6405945	5210	1,205.79	00185884
WEATHERPROOFING TECHNOLOGIES INC	V6413385	5610	99,442.91	00185633
WEISSMAN'S DESIGNS FOR DANCE	V6405016	4310	1,298.10	00185619
WENGER CORP	V6405024	4410	7,695.90	00185885
WESTERN HIGH SCHOOL ASB	V6405044	8699	1,514.59	00185560
WESTERN PROPANE SERVICES INC	V6414407	5810	126.77	00186005
WILCOX SUPPLY INC.	V6413909	4375	197.83	00185512
WILMOTH, SCOTT	V6407251	5210	837.44	00185915
WINZER	V6412060	4375	601.27	00185407
			66.36	00185513
			761.69	00185886
XUMP.COM	V6412354	4310	105.55	00185887
YAMAMOTO CLARK, KAREN	V6402498	5210	1,417.96	00185408
YANEZ, ESTER	V6412195	5210	93.66	00186006
YENNIS PARTY RENTALS INC.	V6413218	4347	746.80	00185448
YOUTH ENGAGE LLC	V6414505	5810	10,000.00	00185514
ZISKO, AMBER	V6406552	5220	49.71	00185787
GENERAL FUND (0101)			**5,133,231.86**	
GHATAODE BANNON ARCHITECTS	V6408656	6212	30,185.70	00185730
DEFERRED MAINTENANCE (1414)			**30,185.70**	
BYROM-DAVEY INC	V6414694	6270	206,294.97	00185937
CHAMBERS GROUP INC	V6414534	6215	32,858.73	00185634
CRISP IMAGING	V6408990	6241	8,447.95	00185731
			7,489.66	00185794
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	152,440.00	00185795
DONNA'S RADIUS MAPS	V6407100	6156	325.00	00185788
GHATAODE BANNON ARCHITECTS	V6408656	6212	42,129.34	00185732
JOHNSON FAVARO	V6412904	6212	12,526.05	00185733
MILLER CONSTRUCTION	V6414017	6270	110,443.19	00185409
ORBACH HUFF SUAREZ AND HENDERSON LLP	V6408078	6215	455.00	00185789
REVOLVING CASH FUND	V6405190	6222	8,622.42	00185938
RUHNAU CLARKE ARCHITECTS	V6412249	6212	32,298.00	00185734
SGH ARCHITECTS	V6414521	6212	1,755.00	00185735
SUN PAC STORAGE CONTAINERS INC	V6414092	6274	75.00	00185736
THE NAZERIAN GROUP	V6413902	6270	48,297.12	00185888
GOB ELECTION 2014 SERIES 2019 FUND (2127			**554,014.24**	
A GOOD SIGN AND GRAPHICS COMPANY	V6412597	6270	15,324.45	00185939
CRISP IMAGING	V6408990	6241	496.83	00185737
ERICKSON HALL CONSTRUCTION CO	V6413032	6270	1,068,081.94	00185889
PBK-WLC	V6414503	6212	11,232.00	00185738
PUBLIC ECONOMICS INC	V6403787	5810	300.00	00185410
CAPITAL FACILITIES FUND (2525)			**1,095,435.22**	

VENDOR NAME	VENDOR ID	OBJECT	AMOUNT	CK#
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	6,307.50	00185796
GHATAODE BANNON ARCHITECTS	V6408656	6212	11,176.50	00185739
CAPITAL FACILITIES RDA FUND (2545)			**17,484.00**	
AUHSD	V6400400	5890	8,278.56	00185740
WORKERS COMPENSATION FUND (6768)			**8,278.56**	
AUHSD	V6400400	5891	721,414.46	00185561
			792,910.57	00185741
			689,562.41	00185890
CALIFORNIA SCHOOLS DENTAL COALITION	V6405368	5892	224,321.00	00185515
EXPRESS SCRIPTS INC.	V6410974	5895	313,545.99	00185620
			317,379.88	00185742
			311,615.96	00186007
GALLAGHER BENEFIT SERVICES INC.	V6408675	5812	11,250.00	00185790
LINCOLN LIFE ASSURANCE COMPANY OF BOSTON	V6413790	5462	17,609.81	00185657
RETIREE FIRST LLC.	V6413748	5466	182,455.90	00185891
HEALTH AND WELFARE INSURANCE FUND (6769)			**3,582,065.98**	
GREATER ANAHEIM SELPA	V6401927	7500	341,473.00	00185658
WARRANT PASS THRU FUND (7676)			**341,473.00**	
GRAND TOTAL ALL FUNDS			**10,872,611.75**	

EXHIBIT Z

ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB SUMMARY OF CASH BALANCES
Dec-22

School Name	Prior Month Total	Current Month			
		Checking	Petty Cash / Change Fund	Savings	Total
Anaheim	393,164.30	314,467.02	1,000.00	53,291.72	368,758.74
Western	441,551.19	309,222.16	1,275.00	129,169.98	439,667.14
Magnolia	146,552.31	148,904.18	700.00	-	149,604.18
Savanna	135,204.13	112,114.48	500.00	221.39	112,835.87
Loara	249,714.06	216,740.10	800.00	37,633.87	255,173.97
Katella	325,054.85	320,416.66	2,100.00		322,516.66
Kennedy	454,431.47	451,939.20	1,300.00		453,239.20
Cypress	881,308.72	890,277.11	1,700.00		891,977.11
Brookhurst	22,818.22	24,222.82			24,222.82
Orangeview	34,301.28	36,582.67			36,582.67
Walker	100,663.05	93,263.02			93,263.02
Dale	86,064.62	80,094.34	200.00		80,294.34
Sycamore	16,829.21	22,715.43			22,715.43
Ball	14,338.46	15,401.34			15,401.34
South	71,687.84	75,763.75			75,763.75
Oxford	737,830.62	767,298.02	260.00		767,558.02
Lexington	74,713.32	82,719.72			82,719.72
Hope	68,854.24	68,054.11			68,054.11
Gilbert	40,374.43	40,124.72			40,374.43
Cambridge	5,258.50	5,376.17			5,376.17
Total	4,300,714.82	4,075,697.02	9,835.00	220,316.96	4,306,098.69

Anaheim Union High School District

Cafeteria Fund

Financial Statements

February 2023

Balance Sheet

Anaheim Union High School District

02/28/2023

Account Number	Description	
Asset	**Assets**	
CASH		
9120	Cash-Checking	$7,133,315.60
9122	Change Fund	$5,200.00
Total CASH		$7,138,515.60
RECEIVABLE		
9210	A/R - Current	$9,675.15
9280	A/R - State	$2,095,351.98
9290	A/R - Federal	$5,343,014.20
Total RECEIVABLE		$7,448,041.33
INVENTORIES		
9321	Food	$368,553.47
9323	Supplies	$207,034.42
Total INVENTORIES		$575,587.89
Total Asset		**$15,162,144.82**
Liability	**Liabilities and Fund Balance**	
LIABILITIES		
9510	A/P - Current	$2,531,332.21
9580	Sales Tax Liability	$4,436.10
9599	Purchases Clearing	$0.00
9650	Deferred Revenue	$165,435.72
Total LIABILITIES		$2,701,204.03
Total Liability		**$2,701,204.03**
Fund Balance	**Liabilities and Fund Balance**	
FUND BALANCE		
9780	Fund Balance: Central Kitchen	$2,799,332.90
9798	Fund Balance	$6,014,252.76
Total FUND BALANCE		$8,813,585.66
Total Fund Balance		**$8,813,585.66**
Current Year Profit (Loss)		**$3,647,355.08**
Total Liabilities and Fund Balance		**$15,162,144.77**

Show all data

Statement of Revenue and Expense

Anaheim Union High School District

	Period 8 Ending in 02/28/2023				Period 8 Ending in 02/28/2022			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8635	$48,830.99	1.59 %	$379,191.25	1.88 %	$63,651.43	2.59 %	$436,556.17	2.52 %
A La Carte Sales								
8636	$26.00	0.00 %	$204.70	0.00 %	$22.24	0.00 %	$214.14	0.00 %
Adult Rev. - Breakfast								
8637	$676.06	0.02 %	$4,884.40	0.02 %	$421.81	0.02 %	$3,239.80	0.02 %
Adult Rev. - Lunch								
Local Revenue	**$49,533.05**	**1.61 %**	**$384,280.35**	**1.90 %**	**$64,095.48**	**2.60 %**	**$440,010.11**	**2.54 %**
Federal Reimbursements								
8200	$340,486.10	11.06 %	$2,178,069.34	10.78 %	$368,339.18	14.96 %	$2,510,030.76	14.48 %
Federal Meal Revenue-Breakfast								
8220	$1,594,711.08	51.78 %	$10,321,078.21	51.06 %	$1,876,027.00	76.21 %	$13,365,159.06	77.12 %
Federal Meal Revenue-Lunch								
8290	$102,000.60	3.31 %	$602,274.96	2.98 %	$13,436.00	0.55 %	$93,507.00	0.54 %
Misc Federal Revenue-Snack								
Federal Reimbursements	**$2,037,197.78**	**66.15 %**	**$13,101,422.51**	**64.82 %**	**$2,257,802.18**	**91.72 %**	**$15,968,696.82**	**92.14 %**
State Reimbursements								
8500	$221,378.90	7.19 %	$1,410,405.77	6.98 %	$35,165.42	1.43 %	$249,747.45	1.44 %
State Meal Revenue-Breakfast								
8520	$767,757.13	24.93 %	$4,950,363.14	24.49 %	$102,261.46	4.15 %	$676,814.12	3.91 %
State Meal Revenue-Lunch								
8590	$0.00	0.00 %	$274,166.05	1.36 %	$0.00	0.00 %	$0.00	0.00 %
Misc State Revenue								
State Reimbursements	**$989,136.03**	**32.12 %**	**$6,634,934.96**	**32.83 %**	**$137,426.88**	**5.58 %**	**$926,561.57**	**5.35 %**
Other Revenue								
8638	($210.04)	-0.01 %	($1,157.71)	-0.01 %	($265.62)	-0.01 %	($998.12)	-0.01 %
Cash Over & Short								
8699	$3,841.30	0.12 %	$93,152.06	0.46 %	$2,557.46	0.10 %	($4,163.39)	-0.02 %
Spec Activity/Cater								
Other Revenue	**$3,631.26**	**0.12 %**	**$91,994.35**	**0.46 %**	**$2,291.84**	**0.09 %**	**($5,161.51)**	**-0.03 %**
Total Revenue	**$3,079,498.12**	**100.00 %**	**$20,212,632.17**	**100.00 %**	**$2,461,616.38**	**100.00 %**	**$17,330,106.99**	**100.00 %**
Expense								
Food Purchases & Govnmt								
4700	$987,477.61	32.07 %	$5,815,297.73	28.77 %	$568,139.38	23.08 %	$4,050,372.45	23.37 %
Food Purchases								
Food Purchases & Govnmt	**$987,477.61**	**32.07 %**	**$5,815,297.73**	**28.77 %**	**$568,139.38**	**23.08 %**	**$4,050,372.45**	**23.37 %**
Supplies								
4300	$23,652.05	0.77 %	$214,087.73	1.06 %	$18,066.94	0.73 %	$165,668.31	0.96 %
Materials & Supplies								
4400	$2,517.47	0.08 %	$100,482.16	0.50 %	$953.40	0.04 %	$44,511.73	0.26 %
Noncapitalized Equipment-Over $500								
4790	$123,729.30	4.02 %	$635,295.68	3.14 %	$60,965.09	2.48 %	$448,743.20	2.59 %
Supplies (Food)								
Supplies	**$149,898.82**	**4.87 %**	**$949,865.57**	**4.70 %**	**$79,985.43**	**3.25 %**	**$658,923.24**	**3.80 %**
Salaries								
2200	$830,766.30	26.98 %	$5,460,041.77	27.01 %	$748,484.42	30.41 %	$5,028,134.38	29.01 %
Classified Salaries								
2300	$40,060.17	1.30 %	$299,157.86	1.48 %	$35,153.50	1.43 %	$291,862.77	1.68 %
Class.Sup/Admin Salaries								

Statement of Revenue and Expense

Anaheim Union High School District

	Period 8 Ending in 02/28/2023				Period 8 Ending in 02/28/2022			
	Monthly	%	YTD	%	Monthly	%	YTD	%
2400	$41,830.86	1.36 %	$305,538.51	1.51 %	$46,485.68	1.89 %	$325,652.66	1.88 %
Clerical/Office Salaries								
Salaries	**$912,657.33**	**29.64 %**	**$6,064,738.14**	**30.00 %**	**$830,123.60**	**33.72 %**	**$5,645,649.81**	**32.58 %**
Benefits								
3202	$181,214.94	5.88 %	$1,210,288.98	5.99 %	$149,030.41	6.05 %	$1,018,251.23	5.88 %
PERS, Classified Position								
3302	$68,951.92	2.24 %	$458,186.60	2.27 %	$62,593.22	2.54 %	$425,934.57	2.46 %
OASD/MED/Classified Position								
3402	$200,338.64	6.51 %	$1,513,542.17	7.49 %	$192,849.41	7.83 %	$1,527,185.68	8.81 %
Hlth/Welfare, Classified								
3502	$4,589.95	0.15 %	$30,378.87	0.15 %	$4,176.29	0.17 %	$29,187.19	0.17 %
SUI, Classified Position								
3602	$23,421.90	0.76 %	$155,202.68	0.77 %	$21,153.65	0.86 %	$143,763.88	0.83 %
Workers Comp, Classified								
Benefits	**$478,517.35**	**15.54 %**	**$3,367,599.30**	**16.66 %**	**$429,802.98**	**17.46 %**	**$3,144,322.55**	**18.14 %**
Other Expenses								
5200	$2,604.67	0.08 %	$13,036.59	0.06 %	$993.55	0.04 %	$6,517.27	0.04 %
Travel & Conference								
5500	$86,223.86	2.80 %	$191,006.98	0.94 %	$9,873.75	0.40 %	$166,862.53	0.96 %
Operation & Housekeeping								
5600	$15,360.27	0.50 %	$78,506.59	0.39 %	$3,104.76	0.13 %	$55,597.09	0.32 %
Rental/Lease/Repair								
5800	$9,764.89	0.32 %	$39,884.63	0.20 %	$2,887.02	0.12 %	$54,881.66	0.32 %
Prof. Consult Service/Other Operating Exp								
5900	$48.06	0.00 %	$88.65	0.00 %	$21.23	0.00 %	$241.55	0.00 %
Fax, Pager, Postage								
7350	$0.00	0.00 %	$10,048.83	0.05 %	$0.00	0.00 %	$0.00	0.00 %
Dir/Ind Supp. Intf								
Other Expenses	**$114,001.75**	**3.70 %**	**$332,572.27**	**1.65 %**	**$16,880.31**	**0.69 %**	**$284,100.10**	**1.64 %**
Capital Outlay								
6500	$0.00	0.00 %	$35,204.08	0.17 %	$0.00	0.00 %	$0.00	0.00 %
Equipment- Over $5000								
Capital Outlay	**$0.00**	**0.00 %**	**$35,204.08**	**0.17 %**	**$0.00**	**0.00 %**	**$0.00**	**0.00 %**
Total Expense	**$2,642,552.86**	**85.81 %**	**$16,565,277.09**	**81.96 %**	**$1,924,931.70**	**78.20 %**	**$13,783,368.15**	**79.53 %**
Net Profit (Loss)	**$436,945.26**	**14.19 %**	**$3,647,355.08**	**18.04 %**	**$536,684.68**	**21.80 %**	**$3,546,738.84**	**20.47 %**

Show all data

ANAHEIM UNION HIGH SCHOOL DISTRICT

Business Division

2022/2023 MONTHLY ENROLLMENT REPORT

Month 8

03/06/23 - 03/24/23

SCHOOL	REGULAR DAY 9th	10th	11th	12th	Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
Anaheim	641	695	659	547	2,542	1	199	2,742
Cypress	665	697	624	700	2,686	4	73	2,763
Katella	603	603	594	548	2,348	-	153	2,501
Kennedy	503	502	482	471	1,958	-	74	2,032
Loara	371	375	351	348	1,445	-	129	1,574
Magnolia	367	398	355	267	1,387	-	131	1,518
Oxford	207	222	193	188	810	-	-	810
Savanna	400	424	399	353	1,576	-	76	1,652
Western	399	393	425	337	1,554	-	84	1,638
Total Comprehensive	**4,156**	**4,309**	**4,082**	**3,759**	**16,306**	**5**	**919**	**17,230**
Anaheim Independent Learning Center	-	1	17	130	148	-	-	148
Cambridge Virtual Academy	23	24	33	25	105	-	-	105
Gilbert High School	-	4	197	319	520	2	155	677
Katella Satellite Independent Study	10	29	32	37	108	-	-	108
Kennedy Satellite Independent Study	13	28	48	38	127	-	-	127
Nonpublic School	-	-	-	-	-	-	25	25
Polaris High School	35	46	48	21	150	-	-	150
Special Education Transition Program	-	-	-	-	-	-	180	180
Western Independent Learning Center	-	13	29	59	101	-	-	101
Total Alternative Ed	**81**	**145**	**404**	**629**	**1,259**	**2**	**360**	**1,621**
Hope	-	-	-	-	-	10	234	244
Total Senior High Schools	**4,237**	**4,454**	**4,486**	**4,388**	**17,565**	**17**	**1,513**	**19,095**

SCHOOL	REGULAR DAY 7th	8th	Subtotal	Hosp/Hm		SP ED		TOTAL STUDENTS
Ball	374	370	744	-		45		789
Brookhurst	379	340	719	-		53		772
Dale	485	471	956	1		49		1,006
Lexington	661	573	1,234	-		44		1,278
Orangeview	288	368	656	-		24		680
Oxford	231	234	465	-		-		465
South	601	604	1,205	1		75		1,281
Sycamore	555	605	1,160	2		95		1,257
Walker	398	437	835	-		26		861
Total Comprehensive	**3,972**	**4,002**	**7,974**	**4**		**411**		**8,389**
Cambridge Virtual Academy	23	19	42	-		-		42
Nonpublic School	-	-	-	-		16		16
Polaris High School	23	43	66	-		4		70
Total Alternative Ed	**46**	**62**	**108**	**-**		**20**		**128**
Total Junior High Schools	**4,018**	**4,064**	**8,082**	**4**		**431**		**8,517**

DISTRICT TOTAL	**27,612**

EXHIBIT BB

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2022/2023 Monthly Enrollment Report

GROWTH vs. DECLINE - MONTH to MONTH COMPARISON
Month 8

HIGH SCHOOL	Month 7	Month 8	Growth v. (Decline)
Anaheim	2,746	2,742	(4)
Cypress	2,766	2,763	(3)
Katella	2,508	2,501	(7)
Kennedy	2,040	2,032	(8)
Loara	1,576	1,574	(2)
Magnolia	1,521	1,518	(3)
Oxford	808	810	2
Savanna	1,649	1,652	3
Western	1,638	1,638	-
Total Senior High	**17,252**	**17,230**	**(22)**

JUNIOR HIGH SCHOOL	Month 7	Month 8	Growth v. (Decline)
Ball	789	789	-
Brookhurst	778	772	(6)
Dale	1,001	1,006	5
Lexington	1,277	1,278	1
Orangeview	681	680	(1)
Oxford	466	465	(1)
South	1,276	1,281	5
Sycamore	1,260	1,257	(3)
Walker	862	861	(1)
Total Junior High	**8,390**	**8,389**	**(1)**

Total Comprehensive Schools	**25,642**	**25,619**	**(23)**

Alternative Education	Month 7	Month 8	Growth v. (Decline)
Anaheim Independent Learning Center	146	148	2
Cambridge Virtual Academy	137	147	10
Gilbert High School	675	677	2
Hope School	244	234	(10)
Katella Satellite Independent Study	99	108	9
Kennedy Satellite Independent Study	123	127	4
Nonpublic School	43	41	(2)
Polaris High School	206	220	14
Special Education Transition Program	171	180	9
Western Independent Learning Center	101	101	-
Total Alternative Ed.	**1,945**	**1,983**	**38**

District Total	**27,587**	**27,602**	**15**

edmentum™

Date:	03/20/2023
Order Number:	Q-516914
Revision:	1
Order Form Expiration Date:	04/28/2023

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 113216
Customer Name: Anaheim Union High Sch Dist
Billing Address: 501 N Crescent Way
Anaheim, CA 92801-5499

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollment subscription	100	03/17/2023	08/20/2023	5

Subtotal: $3,161.00

Subtotal:	$3,161.00
Estimated Tax:	$0.00
Total US Funds:	$3,161.00

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms

Payment Due Date	Amount
3/31/2023	USD 3,161.00
Total	USD 3,161.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

edmentum™

Date:	03/20/2023
Order Number:	Q-516914
Revision:	1
Order Form Expiration Date:	04/28/2023

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature _____

Name (Printed or Typed) Dr. Jaron Fried

Title Assistant Superintendent, Educational Services

Date 5/5/23

wevideo 4/5/2023 18:19:45 **quote number:** **WVS1978371**

price quote/proposal

Date: 4/5/2023
Quote Expires: 7/15/2023

remit payment to

WeVideo Inc.
1975 W. El Camino Real - Suite 202
Mountain View, CA 94040
Fax: 408-819-9441
650-800-3403
ar@wevideo.com
po@wevideo.com

customer information:

Erik Greenwood
Information Technology Director
greenwood@auhsd.us
(620) 364-8478
Anaheim Union High
501 N Crescent Way
Anaheim, CA. 92801

WeVideo Contact:
Barbara DelBove
barbara@wevideo.com
678-276-7596

Notes:

Anaheim Union High is presented with the following WeVideo for Schools subscription price proposal. With this agreement, Anaheim Union High is guaranteed the price below and is protected from annual price increases for the term of the agreement they choose. Upon receipt of this signed document and a district purchase order, Anaheim Union High recieves 100% of purchased capacity. This offer is contingent on the signed acceptance of this proposal, which constitutes a commitment to pay for the subscription term chosen by Anaheim Union High below:

Quantity	Product/Description				Total Extended Price
5000 users	WeVideo for Schools Annual Subscription, multi-user license				$15,496.66
				Subtotal	$15,496.66
Prices are stated exclusive of all taxes. Add applicable sales tax to your purchase order, or provide note of exemption				**Tax (exempt?)**	
	Quote is valid for terms as stated above and below				
	All prices in United States Dollars ($)			**Total**	$15,496.66

SECTION I - term length and subscription term discount options (CHECK ONE):

[ ]	Purchase 12 months/1 year subscription for users -	rate of:	**$15,496.66**			
[ ]	Purchase 24 months/2 year subscription for users -	prepay:	**$27,893.99**		and save 10% on license*	
[ ]	Purchase 24 months/2 year subscription for users -	billed anually:	**$30,993.32**	**or**	$15,496.66	per year
[ ]	Purchase 36 months/3 year subscription for users -	prepay:	**$39,516.48**		and save 15% on license*	
[ ]	Purchase 36 months/3 year subscription for users -	billed anually:	**$46,489.98**	**or**	$15,496.66	per year
[ ]	Purchase 48 months/4 year subscription for users -	prepay:	**$49,589.31**		and save 20% on license*	
[ ]	Purchase 48 months/4 year subscription for users -	billed anually:	**$61,986.64**	**or**	$15,496.66	per year
[ ]	Purchase 60 months/5 year subscription for users -	prepay:	**$58,112.47**		and save 25% on license*	
[ ]	Purchase 60 months/5 year subscription for users -	billed anually:	**$77,483.30**	**or**	$15,496.66	per year

**if pre-paying for multi-year license, please take amount above, then add any additional PD or optional items back into total. Or, contact your sales manger.*

SECTION II - Add PlayPosit:

We are interested in adding PlayPosit with the following additional features to our WeVideo subscription. Please add to your PO, or ask your sales manager to add to quote.

[ ]	**PlayPosit Base Package**	$9,800		
[ ]	add **Playlist for an additional**	$500		
[ ]	add **Peer Review for an additional**	$500		
[ ]	add **Question Banks for an additiona**	$500		
[ ]	add **HLS 5K Block for an additional**	$1,200 per block	# of blocks you are requesting	

price quote/proposal page 2 of 2

school/district Anaheim Union High

contact Erik Greenwood

WeVideo contact: Barbara DelBove barbara@wevideo.com 678-276-7596

ar@wevideo.com
sales@wevideo.com
Fax: 408-819-9441
Quote Expires: 7/15/2023

1975 West El Camino Real Suite 202
Mountain View, CA 94040
Ph: 650-800-3403
7/15/2023

SECTION III - is a purchase order required to send an invoice to (CHECK ONE):

[ ] Yes, a school/district PO is required to invoice our school or district. Please return a copy of your PO with this signed quote.

[ ] No, this signed quote is sufficient to invoice my school (invoice provides information for credit card payment)

SECTION IV - COMPLETE **ALL** FIELDS: **REQUIRED IN ORDER TO PROVISION THE LICENSE AND SET UP THE ACCOUNT**

SUBSCRIPTION ASSIGNMENT (WeVideo account admin at school/district)
This is the person to whom the WeVideo account will be provisioned, whomever willbe the active license manager.

School/district name: Anaheim Union High

WeVideo account admin/owner who will log-in/manage the WeVideo account on a daily basis

Admin/owner Fist Name

Admin/owner Last Name

Admin/owner **Email**

Job title/role

Phone Number

BILLING INFORMATION

Accounts Payable Contact First Name

Accounts Payable Contact Last Name

Accounts Payable Email

Accounts Payabe Phone Number

PROPOSAL ACCEPTANCE
School or district purchase approver

To accept this offer, please complete sections 1 through 4 above, sign and date here, where it says "Proposal Acceptance." Submit directly via fax or email to sales representative listed above, or to po@wevideo.com or fax to 408-819-9441. Upon acceptance, the entitlements described herein will be made available within 7 days from receipt of this document. You will be invoiced for the total price set forth above once the provisioning process has completed. By signing, you agree to pay amount on this quote when invoiced. TERMS: Net 30 days, subject to credit approval. All prices are quoted in U.S. dollars and are exclusive of all taxes and duties imposed by any governmental authority.

Signature Date

Print Name

Print Title

Proprietary & Confidential © 2023 All Rights Reserved

DocuSign Envelope ID: 99252BEB-2594-42D1-833D-EBC554CA7011

EXHIBIT EE

ORDER FORM

Lucid Software Inc.

10355 S Jordan Gateway #150
South Jordan, Utah 84095
Phone: (844) 465-8243

Order Form For: **Anaheim Union High School District**
Offer valid until: 5/5/2023
Proposed by: Tawnee Hendricks
Quote Number: Q-798422

Address Information

Bill To:

Anaheim Union High School District
501 N Crescent Way
Anaheim, California 92801-5401
United States

Billing Contact:

Erik Greenwood
greenwood@auhsd.us
+17149993511

Terms and Conditions

Payment Method: Manual Invoice
Payment Terms: Net 30

Order Start Date: 7/30/2023
Billing Frequency: Annual

Services	Start Date Renewal	End Date Renewal	Quantity Renewal	Price Per Unit Renewal	Amount
K12 Lucid for Education Suite	7/30/2023	7/29/2024	1	USD 14,461.16	USD 14,461.16
				TOTAL:	USD 14,461.16

*If this Order Form is executed and/or returned to Lucid by Customer after the Order Start Date above, Lucid may adjust the Order Start Date, without increasing the Total Price, based on the date Lucid activates the products and provided that the total term length does not change.
**Prices shown above do not include any taxes that may apply. Any such taxes are the responsibility of Customer. This is not an invoice.

Anaheim Union High School District

Signature:
Name: Dr. Jaron Fried
Title: Assistant Superintendent, Ed. Division
Dated: 5/5/23

Lucid Software Inc.

Signature: DocuSigned by: Elizabeth Powell 1AB94E09D949405...
Name: Elizabeth Powell
Title: Director, Revenue Operations
Dated: 4/20/2023

DocuSign Envelope ID: 99252BEB-2594-42D1-833D-EBC554CA7011

Legal Notice

This Order Form is subject to either the electronically or manually signed services agreement between the parties, Lucid's standard Terms of Service found at https://lucid.co/tos (for direct customers and end users), or Lucid's channel partner agreement found at https://lucid.co/channel-partner-agreement (for resellers and pass through payment entities), as applicable (the "Agreement"). Any and all terms and conditions (preprinted or otherwise and regardless of how referenced) found in any purchase orders, vendor registration forms or portals, or similar documents shall be void and of no effect. Lucid assumes no obligations to states or end users pursuant to any cooperative purchasing organization contracts to which a reseller may be a party and no terms and conditions from any cooperative purchasing organization contracts are applicable to this purchase. Additional products or subscriptions added during the Subscription Term stated herein and future renewals will be subject to the same Agreement unless changed in writing. Descriptions of what is included in Lucid's Professional Services products and certain Lucid's SaaS products are available at https://lucid.co/product-service-descriptions.

After the Subscription Term stated above, Customer's Subscription Service will automatically renew at Customer's then current number of subscriptions for successive periods of 12 months, unless either party notifies the other party in writing at least 30 days before the end of the current Subscription Term.

The pricing in this Order Form applies only to a sitewide license structure and includes an unlimited number of subscriptions only for Lucid enterprise product listed above. Additional or add-on products must be purchased separately. The pricing above is based on the total number of Customer employees as of the effective date of this Order Form and is valid only for the Subscription Term listed above. The licenses granted hereunder may only be used by Customer’s direct employees. For avoidance of doubt, they may not be used by any third party, any current or future subsidiary, parent or affiliate of Customer, or any employees added pursuant to a corporate transaction during the Subscription Term. If Customer chooses to renew on a sitewide license structure at the end of this Subscription Term, pricing for the renewal will be based on Customer’s then-current employee count.

Screencastify

Screencastify Order Form

Order Number: 00011960
Order Created: 3/10/2023
Order Expires: 6/24/2023

Prepared For:
Erik Greenwood
CTO
Anaheim Union High School District
greenwood@auhsd.us
(714) 999-3765 Ext. 64003

Screencastify Contact:
Lydia Doyle
lydia@screencastify.com
Screencastify, LLC
P.O. Box 734530
Chicago, IL
60673-4530

Subscription and Pricing:

Product	Qty	Unit Price	Discount	Sale Price	Total Price
Pro License	600	$120.00	($87.00)	$33.00	$19,800.00
Student License - District	8,400	$1.00	($0.50)	$0.50	$4,200.00

Total Amount	**$24,000.00**
Total Due	**$24,000.00**

Billing Details:
Subscription Start Date: 6/24/2023
Subscription End Date: 6/24/2024

Payment Terms: 30 Days

Terms and Conditions:

By accepting this Order Form, Customer agrees to subscribe to the products and services listed above for the term indicated above and that all Services are subject to Screencastify's Master Terms and Conditions located at https://screencastify.com/msa, which are incorporated herein by reference.

The Term of this Order form expires on the Subscription End Date listed above and will automatically renew for subsequent terms of equal length unless Customer notifies Screencastify of its intent to cancel at least sixty (60) days prior to the end of a term. The individual signing or accepting this Order Form represents and warrants that they have the authority to purchase subscription services on Customer's behalf.

The pricing in this Order Form is valid until the Expiry Date listed above and may not be honored if this Order Form is not accepted on or before that date. Unless otherwise indicated, all pricing is in US Dollars. Screencastify will invoice you for the amounts shown in this quote upon execution of this Order per payment terms above. Offline payments are accepted for

orders of $500 or more. If you are required to issue a purchase order, please have your purchasing department email a signed PO referencing this quote to the email above. Find more payment information and instructions at https://screencastify.com/payment-info.

Access to subscription services will begin on the Subscription Start Date upon receipt of this accepted Order Form. Any professional development services included in this Order Form must be scheduled in advance, are subject to Screencastify's reasonable availability and are not guaranteed to be provided within a specific timeframe.

Accepted and Agreed:

Anaheim Union High School District	
Signature:	
Name:	Dr. Jaron Fried
Title:	Assistant Superintendent, Ed. Division
Date:	5/5/23

PO BOX 446
SAN FRANCISCO, CA 94104-0446
UNITED STATES

Bill To Name	Anaheim Union High School District	Quote Number	00052760
Bill To	501 CRESCENT WAY ANAHEIM, CA 92803 US	Quote Created	3/23/2023
		Quote Expires	7/12/2023
		Prepared By	Amanda Dougher
		Email	amanda@edpuzzle.com

Product	Period	Line Item Description	Sales Price	Quantity	Total Price
Pro District	1 year	Unlimited access to Edpuzzle for all users, district-wide	$56,700.00	1.00	$56,700.00

Subtotal	$56,700.00
Grand Total	$56,700.00

FAQ's

Does Edpuzzle accept purchase orders?
Yes, we do! This quote can be used to generate a PO. If you need any other information or would prefer a credit card payment instead just let us know. We will get you set up with Pro within 24h of receiving the order.

What payment methods does Edpuzzle accept?
We accept credit card payments, checks, and direct deposits (wire transfers).

Can we use next year's funds this school year?
Yes! Send us your PO by June 30th and we can invoice you in July so that you can use next year's funds to purchase at this year's rates.

Terms & Conditions

(1) This quote is pre-tax, it doesn't include any local and/or state taxes. Applicable taxes may not be included in our invoice, and customer may be responsible for those taxes. If you are a tax exempt customer, please provide the applicable Tax Exempt Certificate document along with your purchase order.

(2) All spots from the license will expire at the end of the term, regardless of effective use or not.

(3) Each spot is assigned to one teacher and cannot be replaced by another teacher on a general basis.

(4) This agreement supplements EDpuzzle, Inc.'s Terms of Service (https://edpuzzle.com/terms) and Privacy Policy (https://edpuzzle.com/privacy), which shall rule provision of the service to the customer.

EXHIBIT HH

QUOTE-P62478

Notable, Inc (Kami)

8605 Santa Monica Blvd, PMB 57387
West Hollywood, CA 90069-4109 U.S.
Phone: +1 (650) 395-8986 **Email:** sales@kamiapp.com

Bill To: Anaheim Union High (CA)
Po Box 3520, Anaheim, California, 92803-3520, United States

Ship To: Anaheim Union High (CA) n/a
Contact Person: Erik Greenwood
Email: greenwood@auhsd.us

Quote Issued Date: 02/14/2023
Quote Expiry Date: 07/31/2023
School Year: SY 2023-2024

Kami Contact: Will Oborn
Email: will.oborn@kamiapp.com

Item & Description	Unit	Price Per Unit	Amount
District Plan for renewal of current license Includes unlimited Professional Development (PD) with an experienced teacher and Kami expert. Renewal of School Year 2023-2024	28000	$2	$56,000
License Key: 5524-4711-5651 **Start Date:** 07/31/2023 **End Date:** 07/31/2024			
		Subtotal (without Sales Tax):	$56,000
		+ Sales Tax:	$0
		Total:	**$56,000**

All amounts are in USD.

Step 1: Submit a purchase order with the link below.

https://kami.app/form/po-form

Step 2: Then receive an invoice & license from us within 2 business days.

Payment methods below will be provided on your invoice.
1. Our bank account details
2. Credit card payment option (extra 3% transaction fee)
3. Paper check mailing address (available to U.S. customers only)

By submitting a purchase order, you are agreeing to the Kami Terms of Service found at kamiapp.com/terms-of-service, the terms and conditions of which are hereby expressly incorporated herein by reference.

Kami

Kami Limited

Notable Inc
8605 Santa Monica Blvd, PMB 57387
West Hollywood
California 90069-4109
USA

sales@kamiappp.com

24th June 2022

To whom it may concern,

This letter has been written to confirm that **Kami** is a sole source product. Kami is an application created by Kami Limited (New Zealand). The cloud-based subscription service is exclusively developed, maintained, sold and distributed by Kami Limited and its wholly-owned subsidiary **Notable Inc** in the United States.

Kami Limited maintains all copyright privileges for their products and these products must be purchased directly from the company. There are no licensed agents or dealers authorized to represent these products in the USA. And no division of Kami has any right of sublicense to make a similar or competing product.

Kami is a cloud-based document viewer and annotation tool for browsers. We also provide an extension that can be installed to Chrome browser. Kami for Schools is a version of Kami for educators and students.

Kami Limited warrants that no other items or products are available for purchase that would serve the same purpose or function and there is only one price for the above named product because of exclusive distribution and marketing rights.

If you desire additional information, please contact me at +1 (415) 670 9593 or email sales@kamiapp.com

Sincerely,

Bob Drummond
Exec Chairman

padlet

QUOTE

Quote # **23471**
Quote Date **Apr 04, 2023**
Amount **$12,000.00 (USD)**
Expiry Date **15 Sep, 2023 23:59 UTC**

Payment Terms **Net 30**

Padlet
981 Mission St
San Francisco, CA 94103
TIN: 46-1561634
EU VAT ID: EU372012073
UK VAT ID: 383 2034 14

BILLED TO
Anaheim Union High School District
501 N Crescent Way
Anaheim, California 92801
United States

DESCRIPTION	UNITS	UNIT PRICE	AMOUNT (USD)
Padlet Platinum District	1	$12,000.00	**$12,000.00**
		Total	**$12,000.00**

NOTES

For renewal of service starting August 15th, 2023 - August 15th, 2024.

Includes 600 teacher accounts. Student accounts are included free of charge.

Quotes are subject to Padlet's terms of service.

For W9, bank information, sole source letter, please check our Padlet docs.

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Boys and Girls Club of Greater Anaheim and Cypress

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 4th day of May 2023, by and between the Boys and Girls Club of Greater Anaheim and Cypress, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a work-based learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of three years beginning May 4th, 2023, and ending April 30th, 2026, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

Dr. Jaron Fried, Assistant Superintendent, Education

Date: 5/5/23

(Signature)

AFFILIATE

Boys & Girls Clubs of Greater Anaheim - Cypress
(Company Name)

By _____
(Signature)

Name (Print) Erika Gary

Chief Operating Officer
(Job Title)

Date: 2/8/23

Affiliate's Address:

10161 Moody St.
Cypress, CA 90630

Affiliate's Phone Number: (714) 527-2697

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☒ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: 2/8/2023

PARTICIPANT: Boys & Girls Clubs of Greater Anaheim - Cypress

Signature: Erika Gary

Print Name: Erika Gary

Title: Chief Operating Officer

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Amber Bowman / bgcgac
Name/Company: Dushin Sampang / bgcgac
Name/Company: Jason Gandia / bgcgac
Name/Company: Kaylin Johnson / bgcgac
Name/Company: lezly valdavinos / bgcgac
Name/Company: Angel Corona / bgcgac
Name/Company: Ashley Machuca / bgcgac
Name/Company: Ricardo Vazquez / bgcgac
Name/Company: Kevin Almengor / bgcgac
Name/Company: Leona Payne / bgcgac
Name/Company:
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If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

City of Stanton

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 4th day of May 2023, by and between the City of Stanton, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 4th, 2023, and ending April 30, 2026, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

I. AFFILIATE will set the Students schedule within reason, rather than the DISTRICT or Students.

J. AFFILIATE will determine the work and projects that the Students will receive.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall

be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

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A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

Jaron Fried, Ph.D, Assistant Superintendent, Education

Date: 5/5/23

AFFILIATE

City of Stanton
(Company Name)

By
(Signature)

Name (Print) Hannah Shin-Heydorn

City Manager
(Designate Official Capacity)

Affiliate's Address:
7800 Katella Avenue
Stanton, CA 90680-3162

Affiliate's Phone Number: 714-890-4277

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date:	03/21/2023
PARTICIPANT:	City of Stanton
Signature:	
Print Name:	Hannah Shin-Heydorn
Title:	City Manager

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Michelle Bannigan/City of Stanton

Name/Company: Florence Ruiz/City of Stanton

Name/Company: Siamlu Cox/City of Stanton

Name/Company: Amanda Cruz/City of Stanton

Name/Company: Han Sol Yoo/City of Stanton

Name/Company: Manuel Armenta/City of Stanton

Name/Company: _____

Name/Company: _____

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Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Junior Achievement of Orange County

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 4th day of May 2023, by and between Junior Achievement of Orange County, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a work-based learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of three years beginning May 4th, 2023, and ending April 30th, 2026, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

Dr. Jaron Fried, Assistant Superintendent, Education_____

Date: ___5/5/23_____

_____

(Signature)

AFFILIATE

Junior Achievement of Orange County
(Company Name)

By
(Signature)

Name (Print) Burgandie Onekea

Regional Executive Director
(Job Title)

Date: 3/15/23

Affiliate's Address:

301 E 17th Street, Suite 202

Costa Mesa, CA 92627

Affiliate's Phone Number: 949.999.3581

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

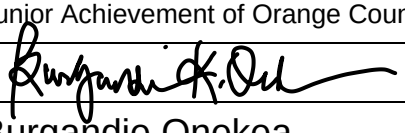
☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: _____

PARTICIPANT: Junior Achievement of Orange County & Inland Empire

Signature: 

Print Name: Burgandie Onekea

Title: Regional Executive Director

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Burgandie Onekea, Junior Achievement of Orange County

Name/Company: _____

Name/Company: _____

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Name/Company: _____

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Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Reveille, Inc.

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 4th day of May 2023, by and between Reveille, Inc., hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a work-based learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of three years beginning May 4th, 2023, and ending April 30th, 2026, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

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H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

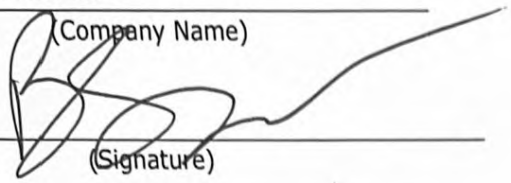
Jaron Fried, Ed.D, Assistant Superintendent, Education

Date: 5/5/23

AFFILIATE

Reveille Inc

(Company Name)

By 

(Signature)

Name (Print) Brenda Springer

Founder and CEO

(Designate Official Capacity)

Affiliate's Address:

150 Paularino Ave, BLDG B

Costa Mesa, CA 92626

Affiliate's Phone Number: 949.233.5123

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: 4/12/23

PARTICIPANT: Regina Martin

Signature:

Print Name: Regina Martin

Title: Strategic Services Manager

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Scott Burris

Name/Company: Regina Martin

Name/Company: Heather Kuch

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (this "Agreement") is made this 4th day of May, 2023, by and between ANAHEIM UNION HIGH SCHOOL DISTRICT ("Licensor"), and U.S. BANK NATIONAL ASSOCIATION, a national banking association ("Bank").

Witnesseth

WHEREAS, in consideration of the mutual promises and subject to the terms and conditions set forth herein, Licensor hereby grants to Bank certain rights to install, maintain and operate a Financial Service Facility, and certain related rights, in the location specified below in Section 3, in accordance with the provisions hereinafter set forth (the "License").

NOW, THEREFORE, for and in consideration of the premises, mutual covenants and agreements herein contained, the parties hereto agree as follows:

1. DEFINITIONS

1.1 "Financial Service Facility" or "FSF" shall mean a banking facility staffed with one or more full-time Bank employees performing Retail Banking Functions.

1.2 "Retail Banking Functions" shall include those functions typically performed by retail banking facilities, including, without limitation, opening new deposit accounts; originating and making loans; cashing and verifying checks; taking deposits; selling money orders; performing money transfers; and providing such other banking products and services from time to time permitted by applicable law and regulation as Bank may elect to provide. These Retail Banking Functions shall be offered through employees of Bank or its wholly owned subsidiaries or affiliates who shall be bound by the same terms and conditions as Bank under this Agreement.

2. TERM

2.1 The term of the License granted under this Agreement shall commence on May 1, 2023 (the "**Commencement Date**") and shall terminate three (3) years thereafter (the "**Initial Term**"), unless earlier terminated or renewed pursuant to the terms of this Agreement. Licensor and Bank acknowledge that Bank is currently operating the FSF pursuant to an existing license agreement which shall terminate as of the Commencement Date of this Agreement.

2.2 So long as Bank is not in default of this Agreement beyond any applicable notice and cure period, Bank shall have two (2) options to extend the term of this Agreement for a period of three (3) years each ("Extension Term"), on the same terms as conditions as contained herein, except as set forth in Section 4. Bank shall exercise each option by giving Licensor sixty (60) days written notice prior to the end of the then current term. In the event that Bank fails to timely exercise any such option, such option and all subsequent options under this Agreement shall

terminate. The Initial Term, along with any Extension Term, may hereinafter be referred to as the "Term".

2.3 The parties agree that all existing agreements between Licensor and MUFG Union Bank, N.A. pertaining to the existing student run branches shall terminate on April 30, 2023.

3. LOCATION

The License granted under this Agreement shall apply to the school located at Loara High School, 1765 W Cerritos Ave, Anaheim, CA 92804 (the "School"). The area within the School to be occupied by the FSF is hereinafter referred to as the "Premises," as shown on **Exhibit A**.

4. INTENTIONALLY OMITTED

5. USE AND OCCUPANCY

5.1 Subject to the terms and conditions of this Agreement, Bank shall have the right to use and occupy the Premises solely for the operation of a Financial Service Facility providing Retail Banking Functions.

5.2 Bank shall maintain and conduct the Financial Service Facility in a first-class and proper manner.

5.3 Bank's use of the FSF shall be subject to such reasonable limitations and restrictions as Licensor may from time to time impose (including limiting hours of operation to periods in which-the School is open to the public). The foregoing notwithstanding, Bank shall have the right to cease operations at the Premises.

6. BANK'S EMPLOYEES

6.1 Bank shall comply with and abide by, and instruct its employees to comply with and abide by, all reasonable rules and regulations as hereafter may be adopted by Licensor. Bank shall also utilize student interns to staff the FSF, pursuant to the attached Exhibit B. All persons employed by Bank in or about, or in connection with, the operation of the FSF shall be Bank's employees for all purposes under this Agreement; provided, however, that it is recognized that security guards and employees of companies which manufacture or service the FSF, who are not Bank employees, shall be granted access during normal business hours and emergency access on a twenty-four hour basis, to enter the School for the purpose of servicing, maintaining and otherwise performing services in connection with the FSF. Bank shall, at its own cost and expense, maintain worker's compensation coverage, unemployment compensation coverage and any other insurance, which may be required by law with respect to Bank's employees.

6.2 Bank's employees while working at the School shall be entitled to use the restroom, lactation, and break room facilities provided by Licensor for the convenience of Licensor employees. Bank shall be responsible for all acts and omissions of its employees in and around

the School. Licensor shall allow Bank's employees to use parking areas that Licensor has designated as employee parking areas, without charge.

7. IMPROVEMENTS AND ADDITIONS; SIGNS

7.1 Licensor and Bank acknowledge that Bank is currently operating the FSF pursuant to an existing license agreement and accepts the Premises in their current "as is" condition. Bank shall, at its sole cost and expense, furnish all fixtures, equipment, furnishings, and improvements which it deems necessary or desirable for the FSF operations and shall pay any and all costs of modifying the Premises for the installation of its fixtures, equipment and furnishings. Bank shall provide all labor and materials associated with construction of the FSF, including any and all utility services required to connect the FSF to the School building's utilities provided by Licensor. Any contrary provision of this Agreement notwithstanding, Bank shall not make any modification of, or attach any fixtures or equipment to, the Premises without Licensor's prior written approval, which shall not be unreasonably withheld, conditioned or delayed. In addition, all plans and specifications for any modification of or fixtures or equipment attached to the Premises shall be subject to Licensor's prior written consent, which shall not be unreasonably withheld, conditioned or delayed.

7.2 Licensor shall not be liable for any labor, services or materials furnished or to be furnished to Bank or to anyone holding the FSF, or any part thereof, through or under Bank and no mechanic's or materialmens' lien shall attach to, or affect Licensor interest in, the School or any part thereof. In the event a mechanics' or materialmen's lien is filed against the School related to or arising out of any work performed or ordered to be performed by Bank, Bank's agents, employees, or contractors, or materials supplied to them, Bank shall, within thirty (30) days of such default, (1) pay any and all amounts due such lien holder and obtain a recordable release of such lien, (2) release such lien from the record, or (3) obtain a bond from a bonding company acceptable to Licensor guaranteeing payment of the lien and removal of the lien from record. Bank shall indemnify, defend and hold harmless Licensor for any claims, losses, expenses (including reasonable attorneys' fees) or damages arising from the failure of Bank to perform its obligations as set forth in this Section 7.2 and further, for any claims, losses, expenses (including reasonable attorneys' fees) or damages arising out of or resulting from Bank's construction of the FSF, including, without limitation, any liability due to structural damage to the School and any liability for personal injuries caused in whole or in part by the acts or omissions of Bank, its contractors or subcontractors, or anyone directly or indirectly employed by Bank.

7.3 Licensor shall permit Bank to place an interior sign package identifying its operations in the vicinity of the Financial Service Facility, such sign package being of such dimensions and at such location as Licensor shall determine are reasonable. Exterior signs of such design and dimensions as Licensor and Bank may mutually agree upon shall be allowed to be maintained on the front of the School and on the monument or pylon of the School. Licensor, without cost or expense to Licensor, will reasonably cooperate with Bank in obtaining all necessary approvals from third parties with respect to such signs. All actions necessary to obtain the required approvals shall be at Bank's sole expense and Bank shall expend the necessary time to obtain said approvals. Nothing contained herein shall be construed as a requirement that Licensor surrender

or compromise any of its existing exterior signs in order to accommodate or gain approval for Bank's exterior signs.

7.4 Bank shall, at its sole cost and expense, comply with all laws, orders, rules and regulations of federal, state, county and municipal authorities in its use and occupancy of the Premises (including, without limitation, the Americans with Disabilities Act) which relate to Bank's operation of the FSF. If any addition, alteration, change, repair or other work of any nature, structural or otherwise, shall be required or ordered or become necessary at any time during the term of this Agreement in or at the School because of any governmental law, order, rule or regulation now or hereafter in effect which is caused from or arises out of Bank's operation of the FSF and is not a general compliance measure required for the School, the entire expense thereof, irrespective of when the same shall be incurred or become due, shall be solely the liability of Bank, and Licensor shall not be called upon to contribute thereto. Bank shall construct and maintain, at its sole cost and expense, the FSF and related improvements in compliance with all applicable governmental laws, orders, rules and regulations now or hereafter in effect.

8. MAINTENANCE AND REPAIR

8.1 Bank shall, at its sole cost and expense, maintain the Premises as follows:

8.1.1 Bank shall keep and maintain the FSF in good, clean, and operating order and repair, including all equipment installed therein and all electrical or other transmission lines used by Bank for computer data processing and transmission;

8.1.2 Bank shall provide all necessary janitorial services for the FSF.

8.1.3 Bank shall keep and maintain all interior and exterior signs advertising the FSF in good working order and condition.

8.2 Licensor shall, at its sole cost and expense, provide the following maintenance and services:

8.2.1 Licensor shall keep and maintain the School in good order and repair, including, without limitation, plumbing (including being responsible for any damage to the Premises or Bank's property caused by water leakage) and electrical equipment (with the exception of computer data processing and transmission lines used by Bank), heating, air conditioning, doors, windows and all other structural portions of the School (with the exception of those structural portions installed or revised by Bank). Bank shall be required to receive the prior approval of Licensor before making any changes to the existing duct system.

8.2.2 Licensor shall maintain the School free and clear of any obstructions that would unreasonably inhibit the ingress to and egress from the Premises.

9. UTILITIES

Licensor shall furnish at its sole cost and expense, all lighting, electricity, air conditioning and heating to maintain reasonably comfortable working conditions, to the FSF only to the extent and in the capacity that such utilities are furnished to and used in the operation of the School. Bank, at its sole cost and expense, shall furnish all telephone and data communication lines necessary for the operation of the FSF. Notwithstanding the foregoing, Licensor shall not be liable for any failure or interruption in any utility services to the Premises.

10. ADVERTISING, PROMOTION AND PUBLIC RELATION ACTIVITIES BY LICENSOR AND BANK

10.1 Both Licensor and Bank recognize that it is in their best interests to promote jointly the business of each other at the School.

10.2 Both Licensor and Bank may, at their sole cost and expense, advertise the existence and location of the FSF established pursuant to this Agreement in such media and in such manner as each deems appropriate. However, the prior written approval of each party shall be obtained with regard to any advertisement that is to be transmitted by or appear in any electronic or print medium that refers to both parties. The cost of any such joint advertising undertaken by either party shall be shared between the parties as agreed by them prior to such advertising being undertaken by either of the parties. Licensor grants Bank a license to use Licensor's trademarks in conjunction with advertising the existence of the FSF, subject to the prior approval of such advertisement as detailed above. Bank grants Licensor a license to use Bank's trademarks in conjunction with advertising the existence of the School, subject to the prior approval of such advertisement as detailed above.

11. INSURANCE; INDEMNIFICATION.

11.1 Bank shall carry its own personal property insurance. Bank shall also keep in force during the term of this Agreement commercial general liability insurance with respect to its operations in or about the FSF, naming Licensor as an additional insured under such policy. The liability limits of such policy shall not be less than One Million Dollars ($1,000,000) per occurrence for bodily injury and for property damage. Bank represents that Sexual Abuse/Molestation coverage is not excluded from its insurance policies and shall provide a certificate of insurance evidencing that it is not excluded. Bank shall also have a program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract. Licensor may request at any time, from time to time, insurance certificates required above. Bank shall, at its sole cost and expense, comply with all reasonable regulations or orders of its insurance company or companies relating to its operations in the School. Notwithstanding anything to the contrary contained herein, Bank shall, so long as it maintains a tangible net worth of One Hundred Million

Dollars ($100,000,000.00), have the right to self-insure in whole or in part any insurance coverage required to be procured or maintained under this agreement. Licensor shall carry commercial general liability insurance with respect to the remainder of the School.

11.2 Licensor shall obtain and keep in full force and effect commercial general liability insurance covering injury, death, disability or illness of any person, or damage to property, occurring in or around the School, with liability limits equal to or greater than the minimum limits for the liability insurance to be carried by Bank under this Section. Licensor shall also maintain "special perils" property insurance in an amount equal to the replacement cost of the School.

11.3 Bank agrees to indemnify Licensor and Licensor's officers, directors, agents, and employees, and hold all such parties harmless from and against any and all claims, actions, damages, liabilities and expenses, including reasonable attorneys' fees, to the extent (a) arising from or related to (i) any occurrence in, upon or at the Premises or (ii) the use by Bank or its agents, contractors, employees, servants, customers, or licensees of the Premises or the School, or any part of any of the foregoing, or (b) occasioned wholly or in part by any act or omission of Bank, or its agents, contractors, employees, servants, customers or licensees, or (c) arising from or related to the presence of the FSF in the School, including but not limited to any assault, battery, robbery, or break-in, except to the extent such claims, actions, damages, liabilities and expenses are solely caused by Licensor's negligent acts or omissions. Bank shall pay all costs, expenses and reasonable attorneys' fees that may be incurred by Licensor in enforcing the obligations of Bank under this Agreement. Licensor shall have no responsibility whatsoever with respect to any transactions between Bank and its customers.

11.4 Subject to the waivers contained in this Agreement, and to the extent allowed by law, Licensor agrees to hold Bank harmless from any and all claims arising from injuries to person(s), death or damage to property resulting from the negligent acts or omissions of Licensor, any Licensor employees or any contractor of Licensor. In the event any legal proceeding is brought against Bank due to matters for which Licensor must indemnify Bank, Licensor agrees to defend the interests of Bank in such matters with counsel selected by Licensor at no cost to Bank.

12. INTENTIONALLY OMITTED

13. TAXES

Bank shall pay all taxes assessed by any taxing authority because of its banking operations, and shall pay all personal property taxes assessed on its fixtures, equipment and machinery located in the School. Bank shall also pay any license or other fee incident to the conduct of its business whether billed directly to Bank or to Licensor. Licensor agrees to forward to Bank all tax bills, license fee notices, and the like that are payable by Bank but received by Licensor, promptly upon their receipt. Licensor shall pay all property taxes associated with the School and Premises.

14. DEFAULT; TERMINATION

14.1 If Bank (a) fails to make the payments required under Section 4 above or any other charge provided for hereunder when the same is due, and the same is not paid within ten (10) days after written notice to Bank; (b) breaches any other warranty or covenant of this Agreement and either (i) fails to remedy same within thirty (30) days after written notice of such breach, or (ii) if the breach is one that is not capable of being cured within thirty (30) days, fails to commence such remedy within thirty (30) days after written notice of such breach and to thereafter diligently pursue such remedy to completion and actually cures such breach within sixty (60) days after such initial written notice, then Licensor, in addition to all other remedies available at law or in equity, may (i) declare this Agreement terminated and Bank shall thereupon promptly vacate the Premises within ninety (90) days; and/or (ii) cure the breach in question and recover from Bank all costs incurred by Licensor in curing such breach.

14.2 If Licensor breaches any warranty or covenant of this Agreement and either (a) fails to remedy same within thirty (30) days after written notice of such breach, or (b) if the breach is one that is not capable of being cured within thirty (30) days, fails to commence such remedy within thirty (30) days after written notice of such breach and to thereafter diligently pursue such remedy to completion and actually cures such breach within sixty (60) days after such initial written notice, then Bank, in addition to all other remedies available at law or in equity, may declare this Agreement terminated and Bank shall thereupon promptly vacate the Premises within ninety (90) days.

14.3 Anything in this Agreement to the contrary notwithstanding, in the event Bank shall become insolvent, bankrupt or make an assignment for the benefit of creditors, or if it or its interest hereunder shall be levied upon or sold under execution or other legal process, or in the event Bank is closed or taken over by the authority of the United States, or other government supervisory authority, Licensor may terminate this Agreement subject to applicable law and federal banking regulations.

14.4 Should Bank seek to terminate its occupancy of the FSF, Bank shall be obligated to terminate its License Fee obligation through a lump sum payment to Licensor of the net present value of the remaining monthly License Fee payments. For purposes hereunder the interest rate for purposes of calculating the net present value of the monthly License Fee payments shall be the prime rate of interest then currently offered by Bank to its best customers.

14.5 Each party shall have the right to terminate this Agreement at any time for any or no reason whatsoever upon giving one hundred twenty (120) days' prior written notice to the other Party; provided, however, that unless the parties otherwise consent in writing, such termination shall not occur prior to the end of the then-current school year unless there is a regulatory reason that requires Bank to close sooner.

15. REGULATORY APPROVAL

Notwithstanding any other section or provision of this Agreement, all provisions and terms of this Agreement are subject to approval by applicable bank regulatory authorities. If, after diligently seeking regulatory approval (for no less than thirty (30) days), such approval is denied, this Agreement shall become null and void at Bank's option and upon written notice to Licensor. All provisions and terms of this Agreement are further subject to the internal Capital Expenditure approval of Bank, along with Bank corporate real estate feasibility. If, after diligently seeking such internal approval, such approval is denied, this Agreement shall become null and void at Bank's option and upon written notice to Licensor.

16. POSSESSION UPON TERMINATION

Upon any termination of this Agreement, Bank shall vacate and surrender possession of the Premises in broom clean and good condition as hereinafter provided. Within thirty (30) days after the date of termination, Bank shall (i) remove its personal property, furniture and equipment (including the safe or vault); and (ii) remove any exterior and interior building or soffit signage, patch any damage caused by such removal, and match the surface of the repair to the remainder of the building as nearly as practicable. If Bank has a panel on the monument sign, Bank shall remove its panel and replace it with a blank panel.

17. CASUALTY

If the School is destroyed or damaged by fire or other casualty and Licensor elects not to rebuild all or any portion of the School, then this Agreement will terminate upon Licensor's written notice to Bank of its election and such termination will be effective as of the date of the fire or casualty. If Licensor elects to repair the School, the License Fees and other charges payable hereunder will abate proportionately during repair and restoration to the extent that Bank is unable to occupy and use the Premises. In the event that the Premises or FSF is damaged to the extent that Licensor and Bank agree that the FSF cannot be occupied for 180 days or more following the date of such damage or destruction, Bank will have the right and option to terminate this Agreement by giving written notice to Licensor within 30 days following the date of the damage or destruction. If this Agreement is not terminated, Bank shall be responsible for restoring, at its expense, all fixtures, equipment, furniture and any structural modifications made by Bank to the Premises and School for the installation of the FSF. Notwithstanding the foregoing, in the event such fire or other casualty is caused in whole or in part by Bank, its employees or contractors, Bank shall not have the option to terminate this Agreement, and shall continue to pay the License Fee.

18. CONDEMNATION

If the entire School is taken or condemned (or sold in lieu of a taking) by a condemning authority, this Agreement may be terminated at the option of Licensor and/or the Bank by providing written notice to the other party. If a portion of the School not including the Premises is taken or condemned or sold in lieu of a taking, then Licensor shall be entitled to terminate this Agreement, without the payment of any premium or penalty, by providing written notice of

termination to Bank. If a portion of the School including any portion of the Premises is taken, condemned, or sold in lieu of condemnation, then Licensor and/or the Bank shall be entitled to terminate this Agreement, without the payment of any premium or penalty, by providing written notice of termination to the other party. All awards made by reason by condemnation shall be made to Licensor and Bank shall assign to Licensor all of Bank's rights, title and interest in and to any such award. Licensor shall, however, pay Bank any portion of an award which is allocated to improvements to the School made by Bank. Also, if any award includes an amount of compensation for moving fixtures, Bank will be entitled to a portion of such amount, not to exceed Bank's reasonable actual out-of-pocket cost of removing its fixtures, based upon the cost incurred by Bank compared to the total cost incurred by Bank and Licensor for removal of fixtures.

19. SUBORDINATION

This Agreement shall automatically be subordinate to the lien of the holders of any notes secured by mortgages on the School, now or in the future, and to all ground or underlying leases and to all renewals, modifications, consolidations, replacements and extensions of such mortgages or leases. While the provisions of this section are self-executing, Bank shall execute such documents as may be reasonably required by Licensor or any mortgagee to affirm or give notice of such subordination. At the request of Licensor, Bank shall within twenty (20) days deliver to Licensor, or anyone designated by Licensor, a certificate stating and certifying as of its date (i) the date to which license fees, and other charges under this Agreement have been paid, (ii) whether or not there are then existing any setoffs or defenses against the enforcement of any of the agreements, terms, covenants or conditions hereof upon the part of Bank to be performed or complied with (and, if so, specifying the same); (iii) if such be true, that this Agreement is unmodified and in full force and effect and that Licensor is not in default under any provision of this Agreement (or if modified setting forth all modifications and if Licensor is in default setting forth the exact nature of such default); and (iv) such other information as Licensor may reasonably request in connection with the licensor-licensee relationship established by this Agreement. Bank acknowledges that any statement delivered under this subsection may be relied upon by any purchaser or owner of the School, by any successor or assignee of Licensor's interest in the School, by any holder of a mortgage on the School, by an assignee of any mortgagee under any mortgage, or by anyone else to whom Licensor delivers it.

20. QUIET ENJOYMENT.

So long as Bank is not in material default under this Agreement beyond applicable cure periods, Licensor agrees that Bank may peaceably and quietly possess and enjoy the Premises under this Agreement.

21. RIGHT OF ENTRY OR INSPECTION

21.1 Licensor and its duly authorized representatives will have the right to enter any FSF at all reasonable times upon reasonable prior written notice and, subject to Bank's reasonable security concerns and with a representative of Bank present, for the purposes of:

21.2 Inspecting the conditions of same, and making such repairs, alterations, additions, or improvements thereto (but none of such entities, except Licensor for its obligations under this Agreement, will have any duty whatsoever to make any such inspections, repairs, alterations, additions, or improvements); and

21.3 Exhibiting the same to persons who may wish to purchase, mortgage, or lease the School.

22. ASSIGNMENT, SUBLICENSING; TRANSFER; OR CHANGE IN CONTROL; AND SALE OF SCHOOL

22.1 This Agreement shall not be transferred by Bank (except to an Affiliate) without Licensor's consent, which shall not be unreasonably withheld, conditioned, or delayed.

22.2 As used herein, "Affiliate" shall have the following meaning: an Affiliate of a subject corporation, association, trust, partnership, or other legal entity shall mean another corporation, association, trust, partnership, or other legal entity which (i) is directly or indirectly owned or controlled by the subject corporation, association, trust, partnership; or other entity including as the result of a merger or acquisition, (ii) is directly or indirectly under common ownership or control with the subject corporation, association, trust, partnership, or other entity, or (iii) directly or indirectly owns or controls the subject corporation, association, trust, partnership, or other entity. For purposes hereof, "control" shall mean the ownership of one hundred percent (100%) of the voting shares and other interest in any such corporation, association, trust, partnership or other legal entity.

23. REMODELING OF A SCHOOL

23.1 Bank recognizes that Licensor may, from time to time, wish to remodel or enlarge the School to accommodate changes in retailing patterns and may relocate Bank in conjunction with any such remodel or enlargement of the School. In the event of an Licensor remodeling or enlargement requires re-location of the FSF within the School, Licensor agrees to provide written notice to Bank one hundred twenty (120) days in advance of the commencement of any such remodeling/enlargement activities within the School and agrees to discuss its plans for remodeling the School with Bank. If Licensor relocates the FSF, Licensor shall not designate a location of substantially less floor area than the then current Premises.

23.2 Notwithstanding anything to the contrary contained herein, in the event Licensor relocates the FSF pursuant to this Section 23.1, Bank shall have the option to terminate this Agreement upon one hundred twenty (120) days written notice to Licensor, provided such written notice is received by Licensor within thirty (30) days of Licensor's initial notice to Bank regarding such relocation

24. SECURITY

It shall be Bank's obligation to provide security for the FSF. Bank acknowledges that Licensor is not an insurer of any FSF, and that Licensor does not undertake to provide any security for any FSF, and Bank hereby releases Licensor from any claims, loss or damage that it might sustain by virtue of a robbery or anticipated robbery or theft or anticipated theft. Bank further agrees to indemnify, defend, and hold Licensor harmless for any claim, loss, action, or charge of expense (including reasonable attorneys' fees) by reason of a robbery or theft of a FSF or an attempted robbery or theft at any FSF. Subject to reasonable rules and regulations of Licensor, Bank shall have the right to have a security guard who is an employee of Bank or contracted third party vendor in the School at all times.

25. ENTIRE AGREEMENT

The parties hereto agree that this Agreement sets forth all the promises, agreements and understandings between them with respect to Bank's rights and licenses expressed herein. Except as provided herein, there are no promises, agreements or understandings, whether oral or written, between them regarding such matters other than as set forth herein. It is further agreed that any amendment or modification to this Agreement shall not be binding unless such amendment or modification is reduced to writing and signed by both parties.

26. CAPTIONS

The captions of the several sections for this Agreement are not part of the context hereof and shall be ignored in construing this Agreement. They are intended only as aids in locating various provisions hereof.

27. SEVERABILITY

Each provisions contained in this Agreement shall be independent and severable from all other provisions contained herein and the invalidity of any such provision shall in no way affect the enforceability of the other provisions.

28. GOVERNING LAW

This Agreement is deemed to have been executed in the State of California and it is agreed that any controversy or claim arising or relating in any way to this Agreement shall be governed and controlled by the internal law, and not the law of conflicts, of the State of Minnesota.

29. BINDING EFFECT

This Agreement shall be binding upon and shall inure to the benefit of Licensor and Bank and their respective legal representatives, successors and assigns.

30. NOTICES

All notices and communications hereunder, shall be in writing and signed by a duly authorized representative of the party making the same. All notices shall be deemed effective when delivered personally or when deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, or with reputable overnight delivery service (i.e., Federal Express, UPS or Airborne Express), addressed as follows:

(a)	If to Licensor, then to:	Anaheim Union High School District Attn: Scott Reindl 501 Crescent Way Anaheim, CA 92801
(b)	If to Bank, then to:	U.S. BANK NATIONAL ASSOCIATION 800 Nicollet Mall, 15th Floor Minneapolis, MN 55402 Attn: Corporate Real Estate
	With a Copy to:	U.S. BANK NATIONAL ASSOCIATION 800 Nicollet Mall, 21st Floor Minneapolis, MN 55402 Attn: Corporate Real Estate Counsel

The names and addresses for the purposes of this section may be changed by giving written notice of such change in the manner provided herein. Unless and until such written notice is actually received, the last name and address stated by written notice or provided herein, if no such written notice of change has been received, shall be deemed to continue in effect for all purposes hereunder. Failure to send a courtesy copy of a notice shall not affect a notice if otherwise properly given.

31. CONFIDENTIALITY

Bank and Licensor each acknowledge that each party may come into possession of some confidential information, not otherwise known or available to the general public, relating to the other party, while performing under this Agreement. Each party agrees, except as may be required by applicable law or regulation, or by legal process, to keep such information confidential and not disclose the same to third parties and to further comply with all federal and state security and confidentiality laws. Licensor acknowledges that Bank is a federally regulated financial institution that must comply with the safeguards for customer information contained in the Gramm-Leach-Bliley Act and regulations promulgated pursuant to the Gramm-Leach-Bliley Act. Bank agrees to take reasonable measures to protect its confidential and proprietary information, including but not limited to Bank's customer, commercial or technical information (collectively, "Confidential Information"). In certain situations set forth in this Agreement, Licensor may have access to the

Premises and, therefore, to Bank's Confidential Information. Licensor hereby agrees that it shall not reproduce or disclose any of Bank's Confidential Information to any third party, except where required by law, nor may it remove any such Confidential Information from the Premises. Notwithstanding anything to the contrary in this Agreement, upon expiration of this Agreement, if any Confidential Information remains on the Premises, Licensor shall either return the same to Bank or destroy it. If Licensor or any of its representatives or agents breaches the covenants set forth in this section, irreparable injury may result to Bank or such third parties entrusting Confidential Information to Bank. Therefore, Bank's remedies at law may be inadequate and Bank shall be entitled to seek an injunction to restrain any continuing breach. If Licensor or any of its agents knows or reasonably believes that any Confidential Information in Licensor's control has been stolen, disclosed, lost, or is unaccounted for (collectively, a "Disclosure"), Licensor must immediately notify Bank and take commercially reasonable measures to assist Bank in determining the extent of the Disclosure.

32. OBLIGATIONS SURVIVE.

All representations, warranties and covenants made in this Agreement by Bank shall survive the expiration and/or termination of this Agreement.

33. COUNTERPARTS.

This Agreement may be executed simultaneously in any number of counterparts (faxed or electronic signature), each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

[The remainder of this page is intentionally left blank.]

IN WITNESS WHEREOF, the parties hereto have this Agreement to be duly executed and delivered on or as of the date first set forth at the beginning of this Agreement.

Licensor:

ANAHEIM UNION HIGH SCHOOL DISTRICT

By:_____
Name: Dr. Jaron Fried
Title: Assistant Superintendent, Ed. Division

Date:5/5/23

Bank:

U.S. BANK NATIONAL ASSOCIATION

By:_____
Name:_____
Title::_____

Date: _____

EXHIBIT A

Floor Plan

[to be inserted]

EXHIBIT B

High School Interns

1. **INTERNS**

Up to 12 students will be selected as Interns for the Branch annually. The Intern candidates will be selected by Bank from a group of students (Juniors) at the School recommended by the Licensor. The Licensor will set the initial criteria for internship at the Branch, such as maintenance of a specific Grade Point Average (GPA) or completion of specific coursework.

The nominated students will prepare resumes for submission to the Bank, as well as undergo an interview process prior to selection.

The Bank shall conduct criminal background checks for all students who are offered internships. Written permission from a parent or guardian for any student under the age of 18 will be required before such background checks are conducted. A student's participation in the internship is contingent on successful completion of the background check. Licensor will handle un-enrolling any student who does not pass the criminal background check from the internship, and with providing them a suitable alternative class. Licensor shall not substitute another student for any student who is terminated from or discontinues the class.

The Licensor (through the staff of the School) will set the work schedule for the Interns and determine which periods they will work as Interns for the Branch.

Interns are not considered Bank employees for any purpose. The Bank acknowledges and agrees that because the primary purpose of the internship is education of the Interns, the Bank will endeavor to provide such educational opportunities.

The responsibilities and expectations of the Branch Interns will include the following:

- Provide exceptional customer experience
- Compliance with all internal controls and established Bank policies and procedures including adherence to Bank dress code, attendance and punctuality, professionalism, and no cell phone usage while working
- Completion of required compliance training
- Participation in Financial Education presentations
- Participation in group projects and campaigns
- Participation in tabling events to promote financial wellness

2. **SUPERVISION**

Interns at the Branch shall be supervised, during Bank training of Interns and all Branch operating hours, by an experienced Bank employee ("Bank Branch Supervisor"). The Interns shall

have no access to setting up any accounts. The Bank shall also provide a back-up employee(s) for the Bank Branch Supervisor, as needed.

3. TERMINATION FROM THE PROGRAM

Interns at the Branch shall be subject to termination from the Program upon agreement by the Bank's Branch Supervisor, the School's staff supervisor of the Program, and the School Principal (on behalf of the Licensor). Grounds for termination from the Program shall include, but not be limited to, the following examples:

- Excessive tardiness or absenteeism;
- Theft;
- Falsification of information;
- Unauthorized release of confidential information;
- Willful or negligent damage, destruction, or defacement of Bank property;
- Physical or verbal conduct that may be threatening, obscene, or offensive; or
- Possession of explosives, firearms, or weapons

4. GRANTS

In recognition of the Interns' participation in this educational and training opportunity, Bank will fund grants for the Interns, as follows:

(1) A $750.00 grant shall be paid to each Intern following their completion of the first semester of the internship program, no later than December 31st; and
(2) A $750.00 grant shall be paid to each Intern following their completion of the second semester of the internship program, no later than the Intern's graduation and/or completion date.

The Bank will fund these grants to the Licensor with the understanding that they will only be distributed by the Licensor to students who complete the prior semester of the internship program. An Intern who is terminated from the program or who discontinues the class is not eligible for a grant, either in full or on a prorated basis.

EXHIBIT C

High School Program Objectives

1. MISSION STATEMENT

The mission statement of the Branch will be to provide financial services and education to the students and staff of School, and by extension to their families and the local community, through the operation of a Bank Branch at the School. The Branch will provide "real world" experience and professional training for School student interns, and further the Core Values of the Bank.

2. GOALS

The goals agreed to by this Partnership are including, but not limited to the following:

- To educate students and their families about personal financial responsibility
- To provide students with training in and knowledge of the financial services industry
- To increase the number of students that seek advanced education after high school (e.g., college, trade school, etc.)
- To increase the number of students that transition into financial services careers or educational programs
- To support the business curriculum of the Licensor by providing students real world experience
- To supply character and career building opportunities to high school students

3. EXPECTED OUTCOMES

The expected outcomes of this Partnership are:

- The transition of students into financial services occupations
- The transition of students into post-high school educational programs (e.g., college, trade school, etc.)
- The creation of a model program that can be improved and replicated
- An increased use of financial institutions by the community
- An increase in personal savings for postsecondary education and long-term goals

AMENDMENT TO
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2021-2024

As of June 01, 2023, the agreement entitled "College and Career Access Pathways Partnership Agreement (CCAP Agreement)" between Cypress College and Fullerton College ("COLLEGE"), colleges of the North Orange County Community College District (NOCCCD), and Anaheim Union High School District will be amended by adding by adding nine courses to one educational program (ADDENDUM A).

This change is only the addition of nine courses to one educational program; the entire remainder of the original agreement remains in full force.

This amendment may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on June 01, 2023

By: _____
Anaheim Union High School District
Dr. Jaron Fried
Assistant Superintendent, Education Services

By: _____
Cypress College
Dr. Joanna Schilling
President

By: _____
North Orange County Community College District
Cherry Li-Bugg, Ph.D.
Vice Chancellor, Educational Services and Technology

North Orange County Community College District Board Meeting: *April 11, 2023*
School District Board Meeting: *April 13, 2023 and May 4, 2023*

Note: All referenced Sections from AB 288 (Education Code 76004)

ADDENDUM A

1. CCAP AGREEMENT PROGRAM YEAR – college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor; and employer of record.

PROGRAM YEAR: 2021-2024 **COLLEGE: Cypress College**

EDUCATIONAL PROGRAMS: Communication Studies

SCHOOL DISTRICT **Anaheim Union High School District**

HIGH SCHOOLS: **Magnolia, Oxford Academy, Kennedy, Cypress, Western, Savanna, Cambridge Virtual Academy, Gilbert**

TOTAL NUMBER OF STUDENTS TO BE SERVED:	TOTAL PROJECTED FTES:

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS	INSTRUCTOR	EMPLOYER	LOCATION
Human Communication	COMM 100 C	Fall, Spring , Summer	TBD	TBD	TBD	■ CC ☐ HS	■ CC ■ HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered *(Sec. 2 (c)(1):*

The courses have been offered previously to college bound high school students to support a successful transition into college level coursework and improve matriculation.

Note: All referenced Sections from AB 288 (Education Code 76004)

2. BOOKS AND INSTRUCTIONAL MATERIALS - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

CYPRESS COLLEGE:

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL ITEMS	COST
Human Communication	Essent Human Communication	$46.75		

EXHIBIT PP

Memorandum of Understanding Between

Anaheim Union High School District

And

Los Alamitos Unified School District

2022-2023

It is hereby agreed by and between the Anaheim Union High School District (hereinafter referred to as the "Provider District") and the Los Alamitos Unified School District (hereafter referred to as the "Sending District,") and collectively referred to herein as the "Parties," mutually agree as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. The Provider District operates the Regional and Specialized Programs 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 August 10, 2022, and ending June 30, 2023.

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 ofpupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA).

4. Scope of Program and Referral Process to GASELPA

The Provider District shall conduct special education programs and services for those eligible pupils of the Sending District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by the Provider District. Prior to offering placement in any Provider District Program, the Sending District shall contact the appropriate Provider District Program Specialist and/or Provider District Director to discuss a possible referral and the appropriateness of the Provider District Program placement. If the referral seems appropriate, the Sending District shall obtain from the parent authorization to release information to the Provider District staff and submit a Provider District referral

packet to the appropriate Provider District Director as well as schedule a visitation with the parent. Provider District referral packets can be obtained by contacting the Provider District Director and/or Program Specialists of the Provider District where the Program is located.

Upon review of the referral packet and site visit by parent, the Provider District Program Specialist and/or representative will coordinate an IEP team meeting for purposes of discussing possible placement in a Provider District Program. Provider District shall maintain and provide special education programs for Sending District pupils during the 2022-2023 school year. Class size ranges and student-adult ratios shall be maintained in a manner which allows Provider District to meet the programmatic, health and safety needs of the pupils.

5. Responsibility of School District of Residence

The Sending District and Provider District acknowledge that the Sending 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 a Provider District Program moves out of the Sending District, the Sending District shall immediately provide the Provider District written notice of the pupil's change in residence, including the new school district of residence, if known. Similarly, the Provider District shall immediately notify Sending 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 Provider District shall be notified of annual reviews scheduled for its pupils participating in a Provider District 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 Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For all other pupils enrolled in a Provider District Program, the Sending 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 teacherand/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 the Provider District to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the Sending District upon request. When requested by Sending 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 Provider District Program is terminated.

7. Assessments/Independent Educational Evaluations

In the event a request is made for an Independent Educational Evaluation (IEE), Provider District and/or District Provider school site shall immediately forward such request to the Sending District, in collaboration with the Provider District, shall determine how to respond to the request for an IEE. If the Sending District receives a request for assessment or IEE for a

student referred to or enrolled in a Provider District Program, the Sending District shall immediately notify Provider District of the request and collaborate with Provider District as to how to respond. Provider and/or Sending District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

The Sending District is responsible for all matters related to the IEE including but not limited to the ultimate decision whether or not to grant the IEE, whether or not to file for a Due Process Hearing or other legal proceeding, and all costs related obtaining and conducting the IEE. The Provider District and Provider District school site are not responsible for any costs or legal preceding such as a Due Process hearing and/or Attorney Fees related to the IEE.

8. Pupil Count

A count shall be taken of the number of pupils enrolled in GASELPA's Special Schools Program as of the first day of each calendar month, August through June. A pupil shall be counted as "enrolled" in a Provider District 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 a Provider District Program, whichever occurs sooner. Pupils continuing in a Provider District 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 Sending District. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment. In the event either Provider District or Sending District are informed that a pupil has been withdrawn by the parent from a Provider District Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from a Provider District Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year.

9. Definitions

a. "Provider District Programs" are the special education classes and support services operated by Provider District 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.

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 regional programs operated by Provider District Programs under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of Provider District Programs.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program less Special Education Program Income 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.

10. Funding

In consideration of the enrollment of pupils in special education programs conducted by Provider District, the Sending District and/or Sending District SELPA transferring pupils to the regional programs operated by Provider District agree to pay the Provider District the costs of services based on the schedule attached hereto as Exhibit A.

a. Special Circumstance Assistant (SCA). The Sending 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 Sending District.

11. 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 Sending District representative who is authorized by the Sending District's Director of Special Education to approve or disapprove the allocation of specified Sending 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 Sending District or as otherwise agreed to by Provider District and the Sending District. In the event the pupil is hospitalized in a facility located outside of the Sending District, it is the Sending 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 Provider District Program in order for the Sending District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event the Provider District and the Sending District agree that the Provider District will provide in-home or hospital instruction to the pupil, the Provider District shall separately bill the Sending District for such services.

12. Transportation

Sending Districts transporting pupils to a Provider District 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 Sending District for additional costs incurred by the Provider District related to such delays.

13. Due Process and Complaints

Provider District and Sending District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in a Provider District

Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event Provider District is named as the sole LEA in a due process complaint, Provider District and Sending District agree that Sending District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

a. Provider District and Sending 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.

14. Quarterly Billing

The Provider District shall bill the Sending District quarterly invoices based on the estimated costs on Exhibit A.

15. Final Accounting

The final invoice will include the appropriate documentation supporting the Provider District expenditures and revenues for the Provider District Program. Final invoice will be sent to the Sending District by October 15th of the following fiscal year.

16. Projected Enrollment/Facilities and Staffing Needs

In order to assist the Provider District in planning for both facilities and staffing needs for its programs, each Sending District shall submit to, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the Provider District 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 facilities, staffing and budget planning by the Provider District for the following school year.

17. 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 been 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:

Provider District:

School District: Anaheim Union High School District

Address: 501 N. Crescent Way

City: Anaheim, CA 92801

Attn:	Amie Maya
Title:	Director, Special Youth Services
Telephone:	714-999-3527
Fax:	714-999-0622

Sending District

School District:	Los Alamitos Unified School District
Address:	10293 Bloomfield St.
City:	Los Alamitos, CA 90720
Attn:	Grace Delk
Title:	Director, Special Education and Mental Health
Telephone:	(562)799-4700 ext. 80420
Fax:	(562)799-4738

18. 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.

19. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the Sending District, Provider District agrees to hold harmless, indemnify and defend the Sending 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 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 the Provider District, the Sending District agrees to hold harmless, indemnify and defend Provider 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 the Provider District's performance of services during the term of this Agreement.

20. 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.

21. 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.

22. 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:

Anaheim Union High School District
Provider District

By: _____
Authorized Agent Signature

Jaron Fried, Assistant Superintendent
Name/Title

5/5/23
Date

Date Approved by Provider
District Board: 5/4/23

Los Alamitos Unified School District
Sender District

By: _____
Authorized Agent Signature

Elvia Galicia, Asst. Superintendent
Name/Title

4/13/23
Date

Date Approved by Sender
District Board: April 4, 2023

cc: SELPA

Instructional Materials Submitted for Adoption
Thursday, May 4, 2023
April 14, 2023-May 4, 2023

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Dual Enrollment	Basic	First Aid, CPR and Emergencies (#CE5036)	9-12	First Aid/CPR/AED	American Red Cross
Dual Enrollment	Suppl.	The Practice of Mindfulness an Self-Compassion (#TBD)	9-12	*The Mindfull Self-Compassion Workbook*	Guilford Press
Dual Enrollment	Basic	Athletic Injuries-Prevention and Care (#CE5045)	9-12	*Principles of Athletic Training 7th Ed.*	McGraw Hill
Dual Enrollment	Basic	History of Rock (#VP5551)	9-12	*What's That Sound? 6th Ed.*	W W Norton
English/Ethnic Studies	Suppl.	English 2 (#EN200)	9-12	*A Snake Falls to Earth*	Levine Querido

Instructional Materials Submitted for Display
Thursday, May 4, 2023
May 5, 2023-June 15, 2023

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 1/Ethnic Studies (#TBD)	7-12	*The Barren Grounds*	Puffin Canada
English	Suppl.	English 1/Ethnic Studies (#TBD)	9	*Borders*	Dead Dog Caffe Productions
English	Suppl.	English 1/Ethnic Studies (#TBD)	9	*The Beautiful Struggle: A Memoir; Adapted for Young Adults*	Ember
English	Suppl.	English 1/Ethnic Studies (#TBD)	7-12	*The Distance Between Us; Young Readers Edition*	Aladdin
English	Suppl.	English 4 (EN400)	9-12	*Fire Keeper's Daughter*	Henry Holt & Company
English	Suppl.	English 4 (EN400)	12	*Hollow Fires*	Little, Brown & Company
English	Suppl.	English 4 (EN400)	12	*If I Survive You*	Farrar, Straus, And Giroux
English	Suppl.	English 4 (EN400)	12	*Internment*	Little, Brown & Company
English	Suppl.	English 4 (EN400)	12	*Last Night at the Telegraph Club*	Dutton Books

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 1/Ethnic Studies (#TBD)	7	*The Magic Fish*	RH Graphic
English	Suppl.	AP English Literature and Composition (EN401)	9-12	*Martin Eden*	Penguin Publishing Group
English	Suppl.	English 4 (EN400)	12	*Two Boys Kissing*	Ember
English	Suppl.	English 2/Ethnic Studies (#TBD)	10	*Unearthed: A Jessica Cruz Story*	DC Comics
English	Suppl.	English 4 (EN400)	12	*We are Not From Here*	Penguin Books
IB Mathematics	Basic	IB Math Analisys And Aproaches HL (MA407)	12	*Mathematics Analysis and Aproaches HL*	Hodder Education
IB Mathematics	Basic	IB Mathematics and Approaches SL (MA304)	12	*Mathematics Analysis and Approaches SL*	Hodder Education

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Residential School Year 2022-2023

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	RESIDENTIAL SCHOOL	TOTAL CONTRACT COST*
2223 – 259	5/30/2005	12	5/4/2023	LOGAN RIVER	$60,000

Field Trip Report

Board of Trustees May 4, 2023

1. Anaheim High School: NJROTC (6 students-2 male, 4 female)
   Adviser/Lead Chaperone: Richard Truby (male)
   Chaperone: Carolina Canales (female)

   To: Camp Pendleton, San Diego, CA
   Dates: June 25, 2023 to July 1, 2023
   Purpose: NJROTC Leadership Academy 2023
   Expenses: Parent/Student- registration, meals, transportation, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

2. Oxford Academy: Instrumental Music (91 students- 48 male, 43 female)
   Adviser/Lead Chaperone: Deanna Miller (female)
   Chaperones: Seza Barsamian (female), Kelly Das (female), Stephanie Gordon (female), Christine Oates (female), Susan Stephan (female), Robert Anthony (male), Richard Gordon (male), Chris Royal (male), David Alcala (male), Sean Stephan (male), and Scott Oates (male)

   To: San Francisco, CA
   Dates: March 21, 2024 to March 25, 2024
   Purpose: Perform, career experience and attend professional music performances
   Expenses: ASB/Club Fundraiser- registration, meals, transportation, accommodations, substitutes
   Booster Club- registration, meals, transportation, accommodations
   Parent/Student- registration, meals, transportation, accommodations
   Site Fund- transportation

   Number of school days missed for this trip: 2
   Number of school days missed previously: 1
   Total number of days missed by this group: 3

3. Oxford Academy: HOSA (22 students-10 male, 12 female)
   Adviser/Lead Chaperone: Jun Cuenca (male)
   Chaperones: Michael Rylaarsdam (male), Elizabeth McPeak (female) and Kathi Kent (female)

   To: Dallas, TX
   Dates: June 20, 2023 to June 25, 2023
   Purpose: Participate in the HOSA International Leadership Conference
   Expenses: ASB/Club Fundraiser- registration, transportation, accommodations
   Parent/Student- meals

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

AGREEMENT TO REFER STUDENTS

This AGREEMENT is hereby entered into between the Anaheim Union High School District hereinafter referred to as "DISTRICT," and The Orange County Superintendent of Schools, hereinafter referred to as "CONTRACTOR."

WHEREAS, CONTRACTOR offers programs appropriate for DISTRICT students;

WHEREAS, DISTRICT has reduced or eliminated certain school programs as a result of budgetary concerns and DISTRICT students are in need of such services;

WHEREAS, DISTRICT desires to refer students to CONTRACTOR during each school year;

WHEREAS, Education Code Section 1294.5 allows CONTRACTOR to hire temporary certificated employees to provide services to students referred pursuant to this Agreement.

NOW, THEREFORE, the parties agree as follows:

1. Referrals by DISTRICT. DISTRICT agrees to refer such students to CONTRACTOR during the term of this Agreement as are deemed to be likely to benefit from CONTRACTOR'S programs.

2. Services to be provided by CONTRACTOR. CONTRACTOR will provide services to DISTRICT students who are eligible for and enroll in CONTRACTOR'S programs during the term of this Agreement.

3. Term. The Term of this Agreement is from June 1, 2023 to August 31, 2023

4. 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.

5. Termination. Either party may terminate this Agreement with or without cause on thirty (30) days' written notice to the other party.

6. Entire Agreement/Amendment. This AGREEMENT constitutes 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.

7. 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.

8. 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:
Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92803

CONTRACTOR:
Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, CA 92628
Attn: Renee Hendrick
Associate Superintendent, Administrative Services

9. 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.

10. 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.

11. 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.

THIS AGREEMENT IS ENTERED INTO THIS 4th DAY OF May, 2023.

Anaheim Union High School District

By: _____

Brad Jackson
Typed Name

Assistant Superintendent, Human Resources
Title

Orange County Superintendent of Schools

By: _____

Renee Hendrick
Typed Name

Associate Superintendent, Admin. Services
Title

Human Resources Division, Certificated Personnel

1. Resignations/Retirements, effective as noted:

Aldinger, Kerri	Retirement	5/26/23
Arellano-Betancourt, Eddie	Resignation	4/3/23
Daignault, Karin	Retirement	5/26/23
Noble, Shelly	Retirement	5/26/23
Pineda, Dennise	Resignation	5/26/23

2. Employment:

A. Day-to-Day Substitute Teacher(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Torres, Nicholas	4/24/23
Lindelin, Julia	4/24/23
Rodriguez, Gloria	4/5/23
Merino, Alyssa	4/4/23
Heredia, Alfredo	4/26/23
Espinoza, Jackelyn	4/24/23
Zuhour, Sami	4/10/23
Carreker, Rhiyan	4/10/23
Contreras, Reyes	4/7/23
Labonte, Benjamine	4/7/23
Kaur, Gurpreet	4/19/23

B. Administrator Salary Placements, effective as noted:

		Range	Step
Klatzker, Lauren Interim, Director	4/24/23	35	1

C. Temporary Contract CTE Teachers, granted one-year contract for 2022-23 with pay per AUHSD contract, holding a Preliminary Career Technical Education (CTE) Credential for a Certificate of Completion of Staff Development Waiver to fulfill California Education Code 44253.1, effective as noted:

Flores, Micah	8/8/22
Hertzberg, Jason	8/15/22

3. Extra Service Compensation:

A. Additional Salary, for an extra period of coverage to be paid tenthly and based on the individual's salary for 2022-23, effective as noted: (General Funds)

Wilmoth, Scott 1/23/23

B. Bilingual Authorization Stipend, to be paid to the following individual(s) for an earned Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent certification, effective as noted:

Vasquez-Bruno, Allyson 4/3/23

4. Change of contract for the following personnel who have completed the additional units and/or years of experience to advance on the salary schedule, effective as noted:

	From	To	Effective
Ancheta, Alyssa	3 2	4 2	8/9/23
Hordyk, Mark	3 7	4 7	1/9/23
Perez, Diana	3 4	4 4	1/9/23

5. Education Code/California Regulation Authorization:

Approval to Teach Other Subject Areas, for the following teachers to teach out of their majors as authorized under their Standard Secondary, Single Subject, or Multiple Subject teaching credential based on the following Education Codes. The required units of coursework in the specific subject area have been met.

Education Code 44865

Provides staffing options for specific alternative setting that allows teaching outside of a teacher's credentialed areas. These include continuation schools, opportunity schools, independent study, and alternative schools.

Name	**Subject**	**School**
Arellano, Jaimie	Independent Study	Anaheim ILC
Arellano, Geisy	Alternative Education	Polaris
Barrios-Gracian, Lizzette	Alternative Education	Gilbert
Bonales, Gilberto	Alternative Education	Gilbert
Broad, Tera	Independent Study	Katella IS
Buker, April	Alternative Education	Gilbert
Chastain, Gregory	Independent Study	Katella IS
Chastain, Gregory	Independent Study	Kennedy IS
Chong, Catarina	Independent Study	Katella IS
Cruchley, Lara	Independent Study	Western ILC
Dechene, John	Alternative Education	Gilbert
Esparza, Stephanie	Alternative Education	Polaris
Esperanza, Cori	Independent Study	Anaheim ILC
Ferrufino, Ben	Alternative Education	Gilbert
Frese, Janelle	Alternative Education	Gilbert
Garcia, Lilianna	Independent Study	Anaheim ILC
Glenn, Mark	Alternative Education	Gilbert
Heida, Mallory	Alternative Education	Gilbert
Hickman, Karen	Alternative Education	Polaris
Hughes, Scott	Independent Study	Western ILC
Karels, Laura	Independent Study	Kennedy IS
Laningham, Daniel	Alternative Education	Gilbert
Lee, Eun	Alternative Education	Gilbert

Leininger, Frederick	Alternative Education	Polaris
Lopez, Mark	Alternative Education	Gilbert
Michel, Brady	Alternative Education	Polaris/ Gilbert
Nakayama, Robert	Alternative Education	Gilbert
Nguyen, Pete	Independent Study	Western ILC
Okula, Eric	Independent Study	Kennedy IS
Ortega-Gomez, Veronica	Alternative Education	Gilbert
Pakiser, Scott	Independent Study	Katella IS
Park, Ruth	Alternative Education	Polaris
Pierson, Brian	Alternative Education	Gilbert
Ramirez, Oscar	Independent Study	Anaheim ILC
Ramstetter Balluck, Michelle	Alternative Education	Gilbert
Resch, Nicole	Alternative Education	Gilbert
Roberts, Steven	Independent Study	Polaris
Romo, Helen	Independent Study	Katella IS
Schwartz, Joel	Independent Study	Kennedy IS
Shickler, Edward	Alternative Education	Gilbert
Shoup, Stacy	Alternative Education	Polaris
Stift, Ashley	Alternative Education	Gilbert
Thayer, Jennifer	Alternative Education	Gilbert

6. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Alvarez, Bianca	4/6/23
Arenzana, Jeffrey	4/13/23
Ariasgorostieta, Maureen	3/26/23
Butler, Randy	3/15/23
Carrillo, Jose	4/2/23
Choi, Kelly	4/10/23
Dang, Huynh	4/10/23
DeCastro, Justinray	4/5/23
DeSantos, Carisa	4/7/23
Elqasass, Basil	4/3/23
Escalantemaurtua, Alonso	4/7/23
Gazin, Eric	3/29/23
Gonzalez, Marthelva	3/28/23
Guillen, Dalia	2/2/23
Kacius, Timothy	4/6/23
Kennedy, Ann Marie	4/6/23
Koenig, Beth	4/18/23
Littler, Christopher	4/7/23
Liu, Guihua	3/28/23
Lozano, Priscilla	4/18/23
Mai, Elaine	4/6/23
Martinez, Brianna	4/6/23
Mendeztorres, Carmen	4/20/23
Najera, Jesse	4/7/23
Nguyen, Katie	4/14/23
Pagaduan, Lea	4/7/23
Pagaduan, vince	4/7/23
Reynolds-Latino, Sophia	4/5/23
Salinas Sanchez, Reino	3/29/23
Sato, Eric	2/1/23
Scott, Dana	4/19/23
Sidiqi, Miena	4/4/23
Thachle, Tara	3/24/23
Toaiva, Jazmyne	4/8/23
Villegas, Tony	4/21/23
Weedon, Maureen	3/28/23
Wei, Chia	4/20/23

7. Extra Service Assignments, employment effective as noted:

Classified:

	Salary	Term	Effective
Anaheim			
Gholdoian, Linda eSports	$1,889.50	2nd Semester	1/9/23
Gonzalez, Vivian Cheer	$1,619.50	2nd Semester	1/9/23
Maccaskey, Jessica Link Crew	$944.75	2nd Semester	1/9/23
Ortiz, Jennifer Link Crew	$944.75	2nd Semester	1/9/23
Dale			
Key, Martha Accompanist	$744	2nd Semester	1/9/23
Katella			
Hill, Michael Baseball, Assistant	$3,983	Season	2/6/23
Reitz, Jeffrey Football	$6,472	Season	8/7/23
Kennedy			
Gomez, Elizabeth Color Guard, Assistant	$100	1st Semester	8/10/23
Sabha, Omar Trainer, Assistant	$1,365	Season	2/1/23
Magnolia			
Manning, Sean Photography	$1,675.50	2nd Semester	1/9/23
Orangeview			
Arcos, Marco Softball	$2,956	4th Quarter	3/20/23
Escalera-Salas, Alex Volleyball	$2,956	4th Quarter	3/20/23
Machado, Carmen Softball, Assistant	$2,186	4th Quarter	3/20/23
Preciado, Elvia Track	$2,956	4th Quarter	3/20/23

Savanna			
Michail, Ramez	$3,595	Season	2/6/23
Track, Asst./Lower Level			
South			
Osorio, Denise	$1,478	4th Quarter	3/20/23
Volleyball			

Human Resources Division, Classified Personnel

1. **Retirements/Resignations/Terminations, effective as noted:**

	Location:	**Effective**
Blanco, Nathaly Instructional Assistant – Bilingual (Spanish)	Loara High School	04/21/2023
Finley, Aaron Instructional Assistant – Behavioral Support	Hope School	04/04/2023
Flores, Eric Custodian	South Jr. High School	04/14/2023
Gonzalez, Alexis Campus Safety Aide	Brookhurst Jr. High School	04/08/2022
Gray, Jocelyn Office Assistant - Bilingual	Loara High School	04/20/2023
Guerrero, Graciela Food Services Assistant I	Food Services Department	04/03/2023
Hernandez, Leslie School Community Liaison	Anaheim High School	04/28/2023
Johnson, Dennis Instructional Assistant – Specialized Academic Instruction	Brookhurst Jr. High School	05/10/2023
Maldonado, Imelda Food Services Assistant I	Kennedy High School	04/05/2023
Nava, Juan Instructional Assistant – Bilingual (Spanish)	English Learner Office	04/14/2023
Ramirez, Christian Instructional Assistant – Behavioral Support	Hope School	04/21/2023
Soto, Grisselda Instructional Assistant – Behavioral Support	Ball Jr. High School	04/07/2023
Vincenti, Michael Custodian	Kennedy High School	05/02/2023

2. **Employment, effective as noted:**

	Range/Step:	**Effective:**
Permanent Employees:		
Ruiz, Karla Sr. Payroll Technician	59/04	04/24/2023

Solano, Carmen Instructional Assistant – Specialized Academic Instruction	43/01	04/04/2023
Soto, Jonathan Instructional Assistant – Specialized Academic Instruction	43/02	04/13/2023
Tallmon, Angelyn Instructional Assistant – Behavioral Support	51/04	04/10/2023
Ziniti, Celine Instructional Assistant – Specialized Academic Instruction	43/04	04/10/2023

Promotions:

Delgadillo, Mayra Sr. Administrative Assistant – Program Support	59/07	04/17/2023
Huerta, Cathy Sr. Administrative Assistant – School Support	59/03	07/01/2023
Phan, Tracy Sr. Budget Technician	59/08	05/01/2023
Salcedo, Mayra Community Schools Coordinator	08/01	04/05/2023

Substitute Employees:

Chinchilla Bautista, Mirta Substitute Food Services Assistant I	41/01	04/18/2023
Hassan, Samah Substitute Instructional Assistant – Bilingual (Arabic)	47/01	04/06/2023
McMorris, Catherine Substitute Instructional Assistant – Adult Transition	51/01	04/21/2023
McMorris, Catherine Substitute Instructional Assistant – Behavioral Support	51/01	04/21/2023
McMorris, Catherine Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/21/2023

McMorris, Catherine Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/21/2023
Mendoza, Micaela Substitute Instructional Assistant – Adult Transition	51/01	04/12/2023
Mendoza, Micaela Substitute Instructional Assistant – Behavioral Support	51/01	04/12/2023
Mendoza, Micaela Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/12/2023
Mendoza, Micaela Substitute Instructional Assistant – Specialized Academic Instruction	51/01	04/12/2023
Olmeda, Cassandra Tutor	$16/Hr.	04/20/2023
Varela, Estella Substitute Campus Safety Aide	41/03	04/14/2023
Wragg, Barbara Substitute Sr. Payroll Technician	59/10	04/10/2023
Yan, Jack Substitute Technology Services Technician	57/01	04/12/2023

3. **Workability, current minimum wage or stipend of $256 effective as noted:**
(Workability Grant Funds)

	Effective
Cabrera, Areli	05/28/2023
Cervantes, Kimberly	05/28/2023
Cornell, Christopher	05/28/2023
Corona, Jasmine	05/28/2023
Cruz Lopez, Jehison	05/28/2023
Estrada-Becerra, Ricardo	05/28/2023
Fuentes, Anthony	05/28/2023
Garcia-Andrade, Dana	05/28/2023
Guerrero, Jenny	05/28/2023
Idrees, Aayan	05/28/2023
Oakes, Brendon	05/28/2023
Rivera Gutierrez, Ivan	05/28/2023
Rojas, Nathan	05/28/2023
Rojas Celis, Alexander	05/28/2023
Rosenstein, Sidney	05/28/2023
Sarmiento, Estefania	05/28/2023

Servin, Alin	05/28/2023
Valle Canul, Christian	05/28/2023
Villareal, Emilia	05/28/2023

4. **Food Service Student Workers**

	Effective
Adhikari, Salena	04/12/2023
Georges, Daniel	04/12/2023

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES
Minutes
Thursday, April 13, 2023

UNADOPTED

1. CALL TO ORDER–ROLL CALL

Board President O'Neal called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 3:01 p.m.

Present: Brian O'Neal, president; Annemarie Randle-Trejo, clerk; Katherine H. Smith, assistant clerk; Anna L. Piercy, and Jessica Guerrero, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, and Nancy Nien, Ph.D., assistant superintendents; Robert Saldivar, executive director, and Karl H. Widell, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Page 2 of the agenda, pull closed session item 4.6
- Page 21 of the agenda, pull item 10.20

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the amended agenda. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 3:02 p.m.

5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT

5.1 ***Reconvene Meeting***

The Board of Trustees reconvened into open session at 6:01 p.m.

5.2 ***Pledge of Allegiance and Moment of Silence***

Student Representative to the Board of Trustees Omkar Katre led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of silence.

5.3 ***Closed Session Report***

Board Clerk Randle-Trejo reported the following actions taken during closed session.

5.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.

5.3.2 No reportable action taken regarding unrepresented employee, superintendent.

5.3.3 No reportable action taken regarding negotiations.

5.3.4 No reportable action taken regarding personnel.

5.3.5 The Board of Trustees unanimously voted to accept the agreement with employee HR-2022-23-05.

5.3.6 This item was pulled prior to the adoption of the agenda.

5.3.7 The Board of Trustees took formal action, with a 5-0 vote, to approve the expulsion of student(s) 22-26; 22-32; and 22-34.

6. RECOGNITIONS

Items 6.3 through 6.5 were moved forward in the agenda.

6.3 ***Cypress High School, CIF Southern Section Northern Division Boys' Wrestling Champion***

The Board of Trustees recognized wrestling student Tyler Thienngern from Cypress High School Boys' Varsity Wrestling, for his outstanding performance in becoming the 152-pound CIF Southern Section Northern Division CIF Champion.

6.4 ***Anaheim High School, CIF Southern Section Eastern Division Girls' Wrestling Champion***

The Board of Trustees recognized wrestling student Lilyana Balderas from Anaheim High School, for her outstanding performance in becoming the 121-pound CIF Southern Section Eastern Division CIF Champion, Masters Champion, and Runner-Up State Champion.

6.5 ***Magnolia High School, Division XII Southern Section CIF Girls' Soccer Champions and OC Register's Coach of the Year Erland Jones***

The Board of Trustees recognized the Magnolia High School Girls' Varsity Soccer Team, for their outstanding performance in becoming the Division XII CIF Soccer Champions. The team secured their first CIF championship with a 2-1 win over La Quinta High School. The team is led by Head Coach Erland Jones, who has also been named OC Register's Coach of the Year. This accomplishment has brought a lot of enthusiasm to the campus, community, parents, and alumni. This CIF championship is also the first of any sport in the history of Magnolia High School.

6.1 ***Anaheim Union High School District Teachers of the Year***

The Board of Trustees recognized teachers of the year, Mandy Johnson, Krisdee Kanaly, and Brion Shoemaker, who were among the 20 teachers identified as the Anaheim Union High School District's Teachers of the Year for 2022-23. They have been selected to represent the District in the Orange County Teachers of the Year Program.

6.2 ***Kindness Matters Awards***

Celebrating kindness is a valued quality and a priority of the Board of Trustees. It is acknowledged that even the smallest acts of kindness by a single person have the power to change the lives of our students and community. With this in mind, the Board of Trustees began this recognition in 2011 honoring students, parents, District employees, and community members for their acts of kindness. All individuals recognized were nominated by a student, staff member, or community member and selected by the Kindness Matters Committee.

The Board of Trustees honored the following individuals:

Yamila Castro	Teacher	Western High School
Poutoa Fuega	JROTC Instructor	Magnolia High School
David Peters	Volunteer	Kennedy High School
Kelly Stephens	Counseling Intern	Cypress High School
Eve Sullivan	Teacher	Lexington Junior High School

7. **REPORTS**

7.1 ***Student Representative's Report***

Student Representative to the Board Omkar Katre thanked the Board for the opportunity to be the Student Board Representative and invited the Board and Cabinet to the Student Ambassadors' Send-off on April 26, 2023. He also reported on Districtwide events such as the Women's March, Masquerade Spirit Week, Ms. Katella event, Soapbox Speech Finals, and many more.

7.2 ***Student Speakers***

7.2.1 Michael Flores, Gilbert High School student, shared information about the Gay-Straight Alliance Club (Rainbow Gladiators) at Gilbert High School and invited the Board to the upcoming picnic.

7.2.2 Ian Debernitz, Western High School student, spoke in favor of continuing the Arabic Language Program and what the cancellation of the program would mean for students. He also offered an alternative to the removal of the program.

7.3 ***Reports of Associations***

Grant Schuster, ASTA president, acknowledged the work between the Human Resources Department and ASTA in relation to the Reduction in Force, he especially thanked Scott Jensen, Human Resources director, for his work. Mr. Schuster also reported on the meeting with Cabinet and ASTA Executive Board where safety concerns were discussed, and stated preparations for the visit with Princess Moss, vice president of the National Education Association, are underway.

Amanda Bean, ALTA representative, welcomed everyone back from Spring Break and shared school sites are preparing for the next school year, as well as completing their Capstone Interviews. She congratulated Sycamore Junior High School and Hope School for being named California Democracy Schools, which makes 100 percent of schools Districtwide California Democracy Schools, as well as congratulated Jose Lara, Gilbert High School principal, for being named ACSA, Region 17, Administrator of the Year. Lastly, she invited

the Board and the community to Steam-A-Palooza taking place on April 22, 2023, at Loara High School.

7.4 ***Parent Teacher Student Association (PTSA) Report***

Jessie Alvarez, PTSA president, thanked Trustee O'Neal for attending the PTA Administrator's Dinner and invited the Board and Cabinet to the ASCPTA Honorary Service Awards Dinner on May 10, 2023.

8. PUBLIC COMMENTS, OPEN SESSION ITEMS

8.1 Mazatl Tecpatl Tepehyolotzin, community member and District alumni, read a letter regarding acculturation and the Anaheim High School mascot.

8.2 Janet Brown, field representative, Office of Congressman Lou Correa, shared a letter from Congressman Correa regarding an incident at Sycamore Junior High School and offered to help identify federal grants, which can aid to provide mental health resources and safety measures for school sites.

8.3 Kenneth Batiste, community member, thanked the Board for their work and spoke about promoting kindness, love, and compassion.

8.4 Juana Reyes, Sycamore Junior High School parent, expressed her concerns regarding the safety at Sycamore Junior High School, as well as the aligning of elementary and District calendars.

8.5 Mark Richards Daniels, community member, stated he would like to see a better partnership between the cities of Anaheim, Cypress, La Palma, and the community in regards to access to school facilities.

8.6 Raquel Solorzano-Dueñas, District teacher, highlighted Western High School's Market Day, where students had the opportunity to show their entrepreneurial skills by selling and promoting their products.

8.7 Julia M., District parent, voiced her concerns regarding the removal of the Arabic Language Program and how the Arabic community would be affected.

9. ITEMS OF BUSINESS

EDUCATIONAL SERVICES

9.1 ***School-Sponsored Student Organizations***

Background Information:
The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:
The following schools submitted school-sponsored student organization applications:

9.1.1 Chess Club, Kennedy High School
9.1.2 Kennedy Academic Decathlon, Kennedy High School

9.1.3 Walker Junior High School Chess Club, Walker Junior High School

Budget Implication:
Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organization applications.

RESOLUTIONS

9.2 ***Resolution No. 2022/23-B-12, Temporary Interfund Transfer***

Background Information:
The Board of Trustees was requested to adopt Resolution No. 2022/23-B-12, Temporary Interfund Transfer. In the past as part of the State's solution to its own cash flow or budgetary problems, the State deferred the payment of principal apportionment to school districts from the year in which it is normally received, to the following year. While cash flow needs are not anticipated for 2023-24, cash low points can occur during the year, which may need to be covered temporarily.

Current Consideration:
This resolution will provide as much flexibility as possible for 2023-24 within the District's cash resources. It will allow for temporary interfund cash transfers from any fund to the General Fund.

Budget Implication:
There is no implication to the budget.

Action:
On the motion of Trustee Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2022/23-B-12. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

9.3 ***Resolution No. 2022/23-B-13, School Lunch Hero Day***

Background Information:
School Lunch Hero Day is a national celebration in honor of the hard working individuals who prepare healthy meals for our students every single day. Between preparing healthy meals for AUHSD and AESD students, adhering to strict nutrition standards, navigating student food allergies, and offering service with a smile, school nutrition professionals are true heroes.

Current Consideration:
Resolution No. 2022/23-B-13 declares May 5, 2023, School Lunch Hero Day. The Board recognizes the contributions that Food Service workers make every day to improve the health and success of the District's children.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2022/23-B-13. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

9.4 ***Resolution No. 2022/23-HR-06, Day of the Teacher***

Background Information:
California's Day of the Teacher was established in 1982 to recognize teachers for their hard work in preparing students for success in the future. California's future success depends on these students. Anaheim Union High School District teachers work in public education to build a better California.

Current Consideration:
Resolution No. 2022/23-HR-06 declares May 2, 2023, Day of the Teacher. Teachers will be recognized for their dedication and hard work in preparing our students for success in the future.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2022/23-HR-06. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

9.5 ***Resolution No. 2022/23-HR-07, National School Nurse Day***

Background Information:
National School Nurse Day was established to foster a better understanding of the role of school nurses in the educational setting. The District recognizes that school nurses provide critical services to students, as well as staff and National School Nurse Day accentuates the school nurse's vital role in promoting wellness now to ensure healthy futures.

Current Consideration:
Resolution No. 2022/23-HR-07 declares May 10, 2023, National School Nurse Day. The Board recognizes the contributions that school nurses make every day to improve the health and success of our Nation's children.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Smith and duly seconded, the Board of Trustees adopted Resolution No. 2022/23-HR-07. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

9.6 ***Resolution No. 2022/23-HR-08, Classified Reduction in Force***

Background Information:
Economic conditions including the level of services needed to support the District's students, increased employer contribution to CalSTRS and CalPERS, as well as increased employee health and welfare costs have caused deficit spending, which has had an adverse impact on the finances of the District. According to the 2022-23 projected adopted budget, which is a three-year forecast, the District will be required to reduce approximately $30.8 million dollars in expenditures over the next three years. Specifically, due to the expiration of state and federal COVID-19 related relief dollars, including the Elementary and Secondary School Emergency Relief Fund, a reduction in force among personnel in classified positions, which have been supported by categorical/special funding sources of revenue is necessary.

Education Code Section 45117(g) states that "Notwithstanding the other requirements of this code respecting layoff of permanent classified employees, when classified positions must be eliminated as a result of the expiration of a specially funded program, the employees to be laid off shall be given written notice not less than 60 days prior to the effective date of their layoff informing them of their layoff date and their displacement rights, if any, and reemployment rights."

The District's legal and fiduciary obligation to remain financially solvent requires that the District implement a reduction in force through layoff of classified personnel. The reductions or discontinuance in services is required due to the current financial and operational challenges.

Current Consideration:
The resolution is a reduction in force, due to lack of work and/or lack of funds, pursuant to Education Code Section 45117.

Budget Implication:
The reduction in force will reduce costs by approximately $187,630.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2022/23-HR-08. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

BUSINESS SERVICES

9.7 ***Selection of Lease-Leaseback Contractor for the Projects at Dale Junior High School, Katella, and Kennedy High Schools RFP #2023-15***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for the projects at Dale Junior High School, as well as Katella and Kennedy high schools (Projects) as previously approved by the Board of Trustees. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to school districts for the purpose of constructing buildings and improvements thereon, for district use during the term of the lease, and requires that title to the buildings and improvements vest in the district at the expiration of that term.

Current Consideration:
The District issued RFP #2023-15 inviting contractors to submit qualifications and proposals to perform the work associated with the subject Projects, and for preconstruction services. Staff received proposals from prequalified contractors. After a review of the submitted qualifications and proposals, and interviews of shortlisted firms, staff recommends to the Board of Trustees the selection of Neff Construction, Inc. as the LLB contractor for the Projects, based on the fact it achieved the highest best value score pursuant to the criteria set forth in the RFP. Next, staff will commence negotiations with the selected contractor for preconstruction services, and for the final LLB Agreement, which will include the guaranteed maximum price (GMP), and other related costs.

Budget Implication:
There is no budget impact for the selection of the LLB contractor. The final LLB Agreement, which includes the GMP, and the Preconstruction Services Agreement, will be presented to the Board of Trustees for ratification at an upcoming Board meeting.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the selection of Neff Construction, Inc. as the LLB contractor pursuant to RFP #2023-15, for the projects at Dale Junior High School, Katella and Kennedy high schools, as well as delegate authority to the assistant superintendent, Business to: (1) negotiate and enter into the LLB Agreement pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board, subject to minor revisions approved by staff and legal counsel; (2) negotiate and enter into a Preconstruction Services Agreement, subject to approval by staff and legal counsel; and (3) take all steps and perform all actions necessary to execute and implement the LLB Agreement and the Preconstruction Services Agreement, and to take any actions deemed necessary to best protect the interest of the District, all subject to ratification by the Board of Trustees.

EDUCATIONAL SERVICES

9.8 ***Agreement, Arctic Wolf Networks Inc.***

Background Information:
The District has been experiencing internet interruptions the last two weeks. There is a spike in internal activity that overwhelms network equipment that has caused outages typically lasting five to ten minutes.

Current Consideration:
The District's has internally reviewed activity. Moreover, District staff have had conversations with Orange County Office of Education network staff, as well as a third-party organization specializing in information technology and cybersecurity. The recommendation is to engage with Arctic Wolf to review internal traffic and make remediation recommendations.

Budget Implication:
The cost is not to exceed $14,000. (General Fund)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees ratified the agreement.

9.9 ***Independent Contractor Agreement, Mary's Kitchen***

Background Information:
Mary's Kitchen believes in enhancing the quality of life for all who are homeless and not just the few. They provide daily life necessities; hot meals, showers, clothing, mail service, and medical resources. They help empower individuals and families through love first, compassion, understanding, then guiding their journey towards productivity. Based out of Anaheim, advocating for those who are neglected is a core value Mary's Kitchen is proud of.

Current Consideration:
The District would like to work with Mary's Kitchen by addressing food insecurity through a mobile food pantry to at least 200 households. Mary's Kitchen would be able to support a mobile food pantry at Ball Junior High School with the option to expand to other school sites as requested, depending on availability. They would also assist with the promotion and marketing of these food pantries in the community. Services will be provided April 14, 2023, through May 30, 2024.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

9.10 ***Independent Contractor Agreement, Cathy Olinger***

Background Information:
The District's Honor Band program was initiated in 2000, and has given the District's most advanced instrumental music students an opportunity to rehearse and perform as a District-level ensemble, led by a renowned conductors/educators from across the country. The Junior High School Honor Band serves approximately 90 students. The District's band directors prepare students for the audition process, and then guest conductors rehearse and conduct students who are selected to be part of the Honor Band program. The Junior High School Honor Band concert is scheduled for April 28, 2023, at the Pearson Park Amphitheater.

Current Consideration:
Cathy Olinger is the Student Teacher Supervisor and Mentor for music education students at California State University, Long Beach (CSULB). She also teaches music instrument methods courses for music education students at CSULB. She has taught all levels of instrumental and choral music. Ms. Olinger will be the guest conductor for the District's Honor Band program. Services will be provided April 19, 2023, through April 28, 2023.

Budget Implication:
The costs for these services are not to exceed $1,000. (LCFF Funds)

Action:
On the motion of Trustee Piercy duly seconded and unanimously carried, the Board of Trustees approved the independent contractor agreement.

9.11 ***Independent Contractor Services Agreement, Junior Achievement of Orange County***

Background Information:
Junior Achievement of Orange County (JA) seeks to inspire and empower Orange County students, K-12 grade, through financial literacy, workforce readiness, and entrepreneurship education. JA programs are delivered through on campus events and field trips to mentor and prepare students for their future careers. JA will provide volunteers to deliver programming in-person, virtually, and/or hybrid depending on participating schools' requirements.

Current Consideration:
Junior Achievement would like to enter into a no-cost Independent Contractor Services Agreement with the District. These services would be facilitated by our Anaheim's Innovative Mentoring Experience (AIME) program. Services will be provided April 13, 2023, through June 30, 2025.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the independent contractor agreement.

9.12 ***Grant Award, National Association for School Nurses, Champions for School Health***

Background Information:
The mission of the National Association of School Nurses (NASN) is to optimize student health and learning by advancing the practice of school nursing. As the COVID-19 pandemic continues to impact communities and schools, it is crucial that children, and specifically those in underserved communities, have equitable access to vaccines. Recognizing the critical role that schools, school nurses, and community organizations play in driving health equity among children, NASN, with generous funding from Kaiser Permanente, is partnering with The Institute for Educational Leadership (IEL). Together, these organizations will fund school districts who are working to increase vaccine access, confidence, and uptake specifically for the pediatric COVID-19 vaccine, as well as school-required vaccines among under-resourced populations.

Current Consideration:
The District submitted a proposal and was approved for a Champions for School Health grant to NASN in collaboration with IEL. The purpose of the Champions for School Health grant is to address intentional collaboration between School Nurses and Community Schools to increase vaccination as an equity strategy in school districts. The District plans to use these funds to help with outreach efforts, and help schedule appointments for those students missing school immunizations, along with providing transportation to students and their families to attend immunization events. The grant requires funding to be spent by May 31, 2023. The grant award includes $10,000 worth of gift cards to incentivize students and their families to obtain immunizations.

Budget Implication:
The amount of the grant award is $60,000.

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees approved the grant award.

9.13 ***Independent Contractor Agreement, QBS Midco, LLC***

Background Information:
QBS Midco, LLC provides evidence-based de-escalation and crisis prevention training on the skills needed to safely de-escalate crisis situations. Training focuses on verbal de-escalation and early intervention, giving staff an effective framework for decision-making and problem solving. By teaching safe disengagements and restrictive interventions that can be implemented with the least use of force, this training supports the safest environment for students and staff. Post-crisis strategies assist teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

Current Consideration:
The District would like to enter into an agreement with QBS Midco, LLC to provide training for District staff members to become certified instructors. District staff certified instructors will train District personnel who may be involved in crisis situations. Services are being provided April 1, 2023, through June 30, 2025.

Budget Implication:
The total costs for these services are not to exceed $41,000. (Special Education Funds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees ratified the independent contractor agreement.

9.14 ***Independent Contractor Agreement, Orange County Bar Foundation, Project Youth OC Juvenile Diversion Program***

Background Information:
Project Youth OC was initially established as the philanthropic arm of the Orange County Bar Association in 1981. Project Youth OC partners with the OC Probation department, police departments, and school districts to support at-risk youth. As a direct service provider, Project Youth OC offers programming that helps youth and families with prevention, as well as intervention services that address youth crime, gang involvement, behavioral and mental health, as well as substance abuse. Project Youth OC also offers parenting programs designed for parents of youth with behavioral problems.

Current Consideration:
Project Youth OC will provide community-based support services to parents and caregivers to address the behavioral needs of youth. Services will be provided April 14, 2023, through June 30, 2025.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees approved the independent contractor agreement.

HUMAN RESOURCES

9.15 ***Initial Contract Proposal, AUHSD to Anaheim Military Instructors Union (AMIU)***

Background Information:
In accordance with Board Policy 6500.01, the District's initial contract proposal to AMIU must be presented in writing to the Board of Trustees.

Current Consideration:
Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The District's initial contract proposal to AMIU for the 2022-23 year was presented to the Board of Trustees.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the proposal in order to proceed to the public hearing.

9.16 ***Public Hearing, Initial Contract Proposal, AUHSD to Anaheim Military Instructors Union (AMIU)***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to AMIU.

Current Consideration:
The Board must hold a public hearing of the District's initial contract proposal to AMIU for the 2022-23 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board formally opened a public hearing to provide the public an opportunity to speak on the proposal.

President O'Neal opened the public hearing at 7:32 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 7:33 p.m.

9.17 ***Initial Contract Proposal, AMIU to AUHSD***

Background Information:
In accordance with Board Policy 6500.01, the Anaheim Military Instructors Union's (AMIU) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:
Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. AMIU's initial contract proposal to the District for the 2022-23 year was presented to the Board of Trustees.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the proposal in order to proceed to the public hearing.

9.18 ***Public Hearing, Initial Contract Proposal, AMIU to AUHSD***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the Anaheim Military Instructors Union's (AMIU) initial contract proposal to the District.

Current Consideration:
The Board must hold a public hearing of AMIU's initial contract proposal to the District for the 2022-23 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board formally opened a public hearing to provide the public an opportunity to speak on the proposal.

President O'Neal opened the public hearing at 7:33 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 7:33 p.m.

9.19 ***Amended 2022-23, 2023-24, and 2024-25 Student/Teacher Calendars***

Background Information:
On January 13, 2022, the Board of Trustees approved the 2022-23, 2023-24, and 2024-25 Student/Teacher Calendars, which specify all teacher start/end dates, student start/end dates, vacation periods, and holidays.

Current Consideration:
In 2021, federal legislation was passed designating June 19 a new "legal public holiday" to be known as Juneteenth National Independence Day. On September 29, 2022, Governor Newsom signed Assembly Bill (AB) 1655 into law, which clarified that holidays created by federal legislation signed by the President are considered days appointed as public holidays for the purpose of requiring community colleges and public schools to close.

Beginning in 2023, Juneteenth is incorporated into Education Code Sections 37220 and 79020 as one of these holidays. Classified school and community college employees who are

in paid status during any portion of the working day immediately preceding or succeeding the holiday shall be entitled to a paid holiday on Juneteenth.

Budget Implication:
The approximate cost is $195,500. (General Fund)

Action:
On the motion of Trustee Randle-Trejo and duly seconded, following discussion, the Board of Trustees adopted the amended 2022-23, 2023-24, and 2024-25 Student/Teacher Calendars.

Ayes: Trustees Guerrero, Smith, Randle-Trejo, and O'Neal
Noes: Trustees Piercy

10. **CONSENT CALENDAR**

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 10.9, Exhibit Z, and 10.10 pulled by Trustee O'Neal. The roll call vote follows.

Ayes: Trustees Guerrero, Piercy, Smith, Randle-Trejo, and O'Neal

BUSINESS SERVICES

10.1 ***AB 218 Revived Liability Funding Plan-Schools Excess Liability Fund***

Background Information:
AB 218, the California Child Victims Act, was signed by the Governor on October 13, 2019, which extended the statute of limitations period for individuals to file civil lawsuits for childhood sexual abuse against a person or entity.

Schools Excess Liability Fund (SELF), a joint powers authority (JPA), was the District's excess liability and property insurance carrier for the 1990-91, 1996-97, 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07 fiscal years. Following the passing of AB 218, the SELF Board recognized that the bill would have a significant fiscal impact on its pool members-school districts throughout California, and created the AB 218 Revived Liability Funding Plan (Plan) to cover (in part) costs associated with revived liabilities during respective coverage periods. The supplemental assessment for the Plan continues to be calculated based on the coverage contributions and the Average Daily Attendance history for the years of participation. SELF issued its first supplemental assessment to current and former pool members in January 2020. As the number of claims continues to increase, along with the settlement values, SELF approved a second assessment, in order to continue funding for liability exposures related to revived liabilities, during the June 3, 2022, SELF Board meeting.

Current Consideration:
The District has received its second supplemental assessment for $309,825, less a 4 percent discount for a total amount of $297,432.

Budget Implication:
The total cost will not exceed $297,432. (General Fund)

Action:
The Board of Trustees approved full payment, made during the current fiscal year, for the discounted amount of $297,432.

10.2 ***Award of Bid, Physical Education (P.E.) Uniforms and Related Apparel***

Background Information:
The District convened a committee of P.E. department chairs tasked with determining a standard P.E. uniform for the District. Specifications were developed by this group based on their research and knowledge of current District requirements ultimately resulting in specifications for a formal bid. These specifications were vetted through the department chairs and utilized for a formal bid.

Current Consideration:
The following bid was from the lowest, most responsible, and responsive bidder.

Bid#	Service	Award	Amount
2023-30	Physical Education Uniforms and Related Apparel	Ad-Wear & Specialty of Texas, Inc.	$125,000, Annually

The amount shown above is the best estimate based on past average usage. Actual annual expenditures could be higher or lower depending on the requirements and sales at each school site.

Budget Implication:
The average annual expenditure is estimated to be approximately $125,000, annually. (General Fund)

Action:
The Board of Trustees awarded Bid# 2023-30 Physical Education Uniforms and Related Apparel, pursuant to Public Contract Code 20111, for the purchase of P.E. uniforms and related apparel from the listed supplier for up to three years, renewable annually by the District's director of Purchasing and Central Services.

10.3 ***Amendment, Purchase of Athletic Fields Mowing Equipment***

Background Information:
On July 15, 2021, the Board of Trustees approved the purchase of a large area rotary mower. The mower was to be used by the District's Maintenance and Operations Department to mow athletics fields. The purchase was made from TurfStar, Inc., shortly after the Board meeting, utilizing a contract through the State of California's Department of General Service (DGS) California Multiple Award Schedule (CMAS) 4-07-51-0020A and a cost not to exceed $105,051.

Current Consideration:
The manufacturer claims that due to supply chain issues and rising costs including labor, raw materials, components, logistics, transportation, as well as fuel, they had to add a materials surcharge, setup, and delivery fee. This fee will be an additional $18,909.19.

Staff tried to negotiate a waiver of the fees, but were unsuccessful. This was due to the fact that the fees were passed on by the manufacturer, were allowed in the CMAS contract, and there is a high demand for this type of mower.

Budget Implication:
The cost is not to exceed $123,961. (General Fund)

Action:
The Board of Trustees ratified the increase to the purchase of the large area rotary mower.

10.4 ***Award of Bid, Liquefied Petroleum Gas Onsite Fueling Services***

Background Information:
The District currently has 51 school buses that run on liquefied petroleum gas (LPG), also known as propane. These buses are used on a daily basis to transport students to school, sporting events, field trips, and other activities. These buses are currently being fueled afterhours by a company that delivers the LPG onsite and directly into each bus, which is called wet hose fueling. The advantage to wet hose fueling is that the buses are sitting full in the morning and staff does not have to manually fill them. As an aggregate, the buses consume enough fuel to necessitate the requirement to conduct a formal bid based on the anticipated expenditure.

Current Consideration:
The following bid was from the lowest, most responsible, and responsive bidder.

Bid#	Service	Award	Amount
2023-17	Liquefied Petroleum Gas Onsite Fueling Services	Pacific Coast Propane LLC	$325,000

The amount shown above is the best estimate based on past average usage. Actual annual expenditures could be higher or lower depending on fuel costs and consumption.

Budget Implication:
The average annual expenditure is estimated to be approximately $325,000. (General Fund)

Action:
The Board of Trustees awarded Bid #2023-17 Liquefied Petroleum Gas Onsite Fueling Services, pursuant to Public Contract Code 20111, for the purchase of LPG including onsite fueling from the listed supplier for up to three years, renewable annually by the District's director of Purchasing and Central Services.

10.5 ***Award of Bids***

The Board of Trustees was requested to award the following bids:

Bid#	Service	Award	Amount
2023-21	Savanna High School Auditorium Ceiling Project (Maintenance Funds and/or other funds as appropriate)	GDL Best Contractors	$220,000

2023-22	Polaris Portable Buildings Modernization (Maintenance Funds and/or other funds as appropriate)	Leonida Builders, Inc.	$345,000

Action:
The Board of Trustees awarded Bids #2023-21 and #2023-22.

10.6 ***Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale or Destruction***

Action:
The Board of Trustees approved the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale or destruction, as well as authorized proper disposal in accordance with Education Code Section 17545 or 17546.

10.7 ***Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale or Destruction***

Action:
The Board of Trustees approved the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale or destruction as surplus, as well as authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.

10.8 ***Donations***

Action:
The Board of Trustees accepted the donations as submitted.

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees ratified items 10.9, Exhibit Z, and 10.10 with the following vote.

Ayes: Trustees Guerrero, Piercy, Smith, and Randle-Trejo
Abstain: Trustee O'Neal

10.9 ***Purchase Order Detail Report and Change Orders***

Action:
The Board of Trustees ratified the reports February 23, 2023, through April 2, 2023.

10.10 ***Check Register/Warrants Report***

Action:
The Board of Trustees ratified the report February 23, 2023, through April 2, 2023.

10.11 **SUPPLEMENTAL INFORMATION**

10.11.1 ASB Fund, November 2022

10.11.2 Cafeteria Fund, January 2023

10.11.3 Enrollment, Month 7

EDUCATIONAL SERVICES

10.12 ***Contract, Independent Psycho-Educational Assessment, Dr. BJ Freeman***

Background Information:
The District employs school psychologists and other personnel who evaluate a student's needs for special education and related services. The District has both the right and obligation to assess special education students in all areas of suspected disabilities. Under the Individuals with Disabilities Education Act and California special education law, a parent of special education student who disagrees with an evaluation conducted by a school district has a right to obtain an independent education evaluation at public expense. When a request for an evaluation is made, a district must either fund an independent evaluation or file a request for due process within a reasonable period of time to prove that the district's evaluation was appropriate.

Current Consideration:
Following parent's request for an independent psycho-educational evaluation and consultation with parent and parent's representative, the District determined that it was in the best interest of the student and the District to provide an independent psycho-educational assessment and allow the individualized education program team to consider the information.

Budget Implication:
The total cost for these services is not to exceed $6,500. (Special Education Funds)

Action:
The Board of Trustees approved the contract.

10.13 ***Contract, Independent Speech and Language Assessments, Susan Hollar***

Background Information:
The District employs speech/language pathologists and other personnel who evaluate a student's needs for special education and related services. The District has both the right and obligation to assess special education students in all areas of suspected disabilities. Under the Individuals with Disabilities Education Act and California special education law, a parent of special education student who disagrees with an evaluation conducted by a school district has a right to obtain an independent education evaluation at public expense. When a request for an evaluation is made, a district must either fund an independent evaluation or file a request for due process within a reasonable period of time to prove that the district's evaluation was appropriate.

Current Consideration:
Following parent's request for an independent speech/language assessments and consultation with parent and parent's representative, the District determined that it was in the best interest of the student and the District to provide an independent assessment and allow the individualized education program team to consider the information.

Budget Implication:
The total cost for these services is not to exceed $2,600. (Special Education Funds)

Action:
The Board of Trustees approved the contract.

10.14 ***Secondary District Plan and Application for Work Experience Education Program***

Background Information:
The Secondary District Plan and Application for Work Experience Education Program must be updated and approved by the Board of Trustees every three years. The application and plan includes the Work Experience Education course description and course outline, work training agreement, procedures for granting academic credit in Work Experience Education, and a letter authorizing district staff to issue work permits. The plan provides the opportunity for students to participate in Exploratory Work Experience Education, General Work Experience Education, and Career Technical Work Experience Education. Exploratory Work Experience Education provides career guidance through non-paid observations and experiences at work sites. General Work Experience Education provides students with occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education. Career Technical Work Experience Education is designed to reinforce and extend learning for students through a combination of classroom instruction in Work Experience Education and supervised paid employment in the occupation for which their Career Technical Education pathway in school prepares them.

Current Consideration:
Approval of the Secondary District Plan and Application for Work Experience Education Program will allow the District to continue to offer the Work Experience course, where students learn and reflect on critical employability skills and apply them in the workplace at their own jobs outside of school hours. This course provides key opportunities to reflect on how the 5Cs (Character/Compassion, Collaboration, Communication, Creativity, and Critical Thinking) are applied in the workplace and prepare students for career success.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the Secondary District Plan and Application for Work Experience Education Program.

10.15 ***Data Sharing and Services Agreement, The Foundation for California Community Colleges, California College Guidance Initiative***

Background Information:
As part of the District's participation in the California Regional K-16 Education Collaborative Grant Program, the District must enter into a data sharing and services agreement with the California College Guidance Initiative (CCGI). CCGI provides students with online planning tools to explore potential careers and plan for college. The data sharing agreement allows student transcript data to be shared with institutions of higher education to help inform admissions, enrollment, placement, guidance, and financial aid. This agreement will be between the District and the Foundation for California Community Colleges (Foundation), a nonprofit acting on behalf of CCGI.

Current Consideration:
The District and the Foundation would like to enter into a Data Sharing and Services Agreement to assist students with their college and career planning. Services will be provided April 15, 2023, and will remain in effect for five years or until terminated by mutual written consent of either party.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

10.16 ***Sub-Agreement, Strong Workforce Program (SWP) K12 Pathway Improvement Grant (Round 5)***

Background Information:
The K12 Strong Workforce Program (SWP) administered by the California Community College Chancellor's Office (CCCCO) has been established to provide funds to "create, support, or expand high-quality career technical education (CTE) programs at the K-12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program" (Education Code 88827). The workforce developments within each region are informed by the Strong Workforce Program (SWP) Regional Plan.

The District applied for and was awarded funding through SWP. Rancho Santiago Community College District (RSCCD) was selected to serve as the Fiscal Agent for the SWP grant. The grant will provide funding for a staff member to support the expansion and improvement of the District's career pathway programs, including participating in regional efforts to align pathways with workforce needs, providing work-based learning and employment opportunities to students, as well as coordinating professional development for teachers.

Current Consideration:
SWP funding was awarded to the District, and the RSCCD would like to enter into a grant sub-agreement with the District to implement these initiatives and to provide the funding to the District. The term of this agreement is January 1, 2023, through June 30, 2025.

Budget Implication:
The District will receive funding under this agreement in the amount of $200,000.

Action:
The Board of Trustees approved the sub-agreement.

10.17 ***Agreement, Orange County Department of Education (OCDE), Friday Night Live, Transportation Reimbursement***

Background Information:
Friday Night Live is a high school program and Club Live is a junior high school program. These school-based programs implement student activities that focus on alcohol and other drug prevention services. The Orange County Superintendent of Schools' agreement provides the District with funding to pay stipends to school advisors for supporting the programs.

Current Consideration:
Orange County Superintendent of Schools' will provide transportation reimbursement for students and advisors participating an in-person training and recognition opportunities events hosted by Orange County Friday Night Live Partnership. Services are being provided November 1, 2022, through June 30, 2023.

Budget Implication:
The total cost is not to exceed $5,500, to be reimbursed through the Orange County Superintendent of Schools. (Grant Funds)

Action:
The Board of Trustees ratified the agreement.

10.18 ***Agreement, Orange County Department of Education (OCDE), Friday Night Live***

Background Information:
Friday Night Live is a high school program and Club Live is a junior high school program. These school-based programs implement student activities that focus on alcohol and other drug prevention services. The Orange County Superintendent of Schools' agreement provides the District with funding to pay stipends to school advisors for supporting the programs.

Current Consideration:
The schools participating in this agreement are Dale, Lexington, and South junior high schools, as well as Cypress, Gilbert, Kennedy, Magnolia, and Savanna high schools. Services are being provided March 1, 2023, through June 30, 2023.

Budget Implication:
The total cost is not to exceed $500, to be reimbursed through the Orange County Superintendent of Schools. (Grant Funds)

Action:
The Board of Trustees ratified the agreement.

10.19 ***Independent Contractor Agreement, Royale Management Group, LLC/Wheels of Freestyle, Inc.***

Background Information:
Royale Management Group, LLC, is anti-tobacco themed with professional Bicycle Moto-Cross (BMX) riders. The program focuses on encouraging students to find something they love to do and concentrate on the personal fulfillment they can gain, instead of choosing to engage in negative behaviors such as tobacco, alcohol, and drug use. The BMX extreme sports and Dunk Squad basketball athletes use an X games-like show with exhilarating tricks to keep attention and emphasize what you can do if you stay tobacco-free, while instilling self-confidence and positive values.

Current Consideration:
Royale Management Group, LLC, will provide presentations to students at two junior high schools with two assembly sessions at each site; Lexington and Brookhurst junior high schools. Services will be provided April 14, 2023, through May 25, 2023.

Budget Implication:
The costs for these services are not to exceed $3,588. (TUPE Funds)

Action:
The Board of Trustees approved the independent contractor agreement.

10.20 ***Amendment, Independent Contractor Agreement, Ujima Dance Ensemble***

Background Information:
The 3rd Annual AUHSD Black History Month Celebration was held on February 24, 2023, at the AUHSD Performing Arts Center. This is a student-led celebration created by collaborative efforts of the Black Student Union clubs throughout the District and the Black Lives Matter Task Force. This year's celebration highlights were performances by Spoken Word Artist Ed Mabrey, Visual Artist Norton Wisdom, Omega Psi Phi Steppers from California State University, Fullerton, as well as Le Ballet Dembaya West African Dance and Drum Troupe. Ujima Dance Ensemble has been drumming and dancing together since early childhood. The company celebrates the traditions of djembe music and is dedicated to sharing, preserving, and raising awareness of West African culture.

Current Consideration:
The Board of Trustees was requested to approve the agreement amendment with Ujima Dance Ensemble, which will allow the District to pay for additional services, as well as extend the dates of service. The original agreement was ratified on March 7, 2023, for Ujima Dance Ensemble to provide a special performance for the 3rd Annual AUHSD Black History Month Celebration. Services were provided February 24, 2023. Services will now be extended from February 24, 2023, through May 1, 2023. An amendment to the cost is also necessary to increase to $1,000. The previous amount was at a cost not to exceed $400.

Budget Implication:
The total cost for these services is not to exceed $1,000. (General Fund and/or Innovative Funds)

Action:
The Board of Trustees approved the amendment.

10.21 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee recommended the selected materials for courses in English Language Arts and world languages courses. The books have been made available for public view.

Action:
The Board of Trustees adopted the selected materials.

10.22 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in dual enrollment and English. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees was requested to consider adoption of the materials following the end of the period of public display, April 14, 2023, through May 4, 2023.

Action:
The Board of Trustees approved the display.

10.23 ***Instructional Membership, College Board***

Action:
The Board of Trustees ratified the membership with College Board for the 2022-23 year, at an amount not to exceed $400. (General Fund)

10.24 ***Individual Service Contracts***

Action:
The Board of Trustees approved/ratified the individual service contracts as submitted. (Special Education Funds)

10.25 ***Field Trip Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

10.26 ***Agreement, Hope International University***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their fieldwork requirements and to gain valuable experience in a professional setting within our District school sites. The District has had an agreement in place with this university since 2021.

Current Consideration:
University students will meet with school site master teachers to be involved in the students' preparation for student teaching. This agreement provides opportunities for student teachers to observe, participate, assist, and teach in the master teacher's classroom for one semester. Master teachers will model to the student teacher effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. This agreement is in effect January 1, 2023, through June 30, 2028.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the agreement.

10.27 ***Agreement, Grand Canyon University, Student Teaching***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had a student teaching agreement in place with Grand Canyon University since 2006.

Current Consideration:
University students will meet with school site master teachers to be involved in the students' preparation for student teaching. Master teachers will model to the student

teacher effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. The agreement is effective January 1, 2023, through December 31, 2028.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the agreement.

10.28 ***Agreement, Grand Canyon University, School Counseling***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had a student teaching agreement in place with Grand Canyon University since 2006.

Current Consideration:
This agreement provides the opportunity for university students to meet with an on-site supervisor for the purpose of completing the university's field instruction and participation requirements. Additionally, professional attire and conduct will be reviewed. Services are being provided January 1, 2023, through January 1, 2026.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the agreement.

10.29 ***2022-23 Third Quarterly Report, Williams Uniform Complaints***

Background Information:
The Williams Uniform Complaints report summarizes all complaints relative to adequate textbooks and instructional materials, teacher vacancies or misassignments, facilities conditions, as well as intensive instruction and services for students. This is a quarterly report required by Education Code Section 35186, which is submitted to the Orange County Department of Education.

Current Consideration:
The Williams Uniform Complaints Third Quarterly Report, January 1, 2023, through March 31, 2023, states there were no complaints during this quarter.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees accepted the report.

10.30 ***Certificated Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

10.31 ***Classified Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

SUPERINTENDENT'S OFFICE

10.32 ***Membership, CEO Leadership Alliance of Orange County (CLA-OC), Talent Leadership Advisory Board (T-LAB)***

Background Information:
CLA-OC's vision is to help build a thriving Orange County for all. As one of the most diverse regions in the country is to provide opportunities for the underserved, as well as the entire Orange County job-seeking community. The key driver to their success is to grow Orange County into a top-tier innovation hub with an emphasis on artificial intelligence (AI) and emerging tech. CLA-OC will help all career pathways while simultaneously building the OC talent pipeline of students to meet that talent need. Ben Drutman, executive director of the Simon Foundation, is one of the many important members on the Talent Leadership Advisory Board (T-LAB).

Current Consideration:
CLA-OC will connect with key education and industry leaders and community partners in Orange County through T-LAB. It will strengthen business collaboration with educational institutions and community partners in Orange County, especially around fast-growing innovation-driven vertical sectors, as well as AI and emerging technologies that cut across all industrial sectors and career pathways. Common success metrics and annual measurement, as well as progress will drive priorities.

Budget Implication:
The cost of the membership for the 2023 year is not to exceed $2,500. (General Fund)

Action:
The Board of Trustees approved the membership.

10.33 ***Conferences and/or Meetings***

It was recommended that the Board of Trustees approve the attendance to the following conference for the superintendent with payment of necessary expenses (registration, travel, hotel, parking, taxi, etc.)

National Education Institute Retreat, May 8, 2023, Washington, D.C., at a cost not to exceed $2,000. (General Fund and/or Grant Funds)

Action:
The Board of Trustees approved for the superintendent to attend the retreat with payment of necessary expenses.

10.34 ***Board of Trustees' Meeting Minutes***

March 7, 2023, Regular Meeting

Action:
The Board of Trustees approved the minutes as submitted.

11. SUPERINTENDENT AND STAFF REPORT

Superintendent Matsuda shared he attended the Capstone Interviews at Cypress and Kennedy high schools, as well as Oxford Academy and was impressed with all the students and staff. He also visited South Junior High School and Katella High School to present, along with Dr. Nien on declining enrollment and chronic absenteeism. Lastly, he visited Dale, Orangeview, and Sycamore junior high schools, Anaheim High School, and the Magnolia Agriscience Community Center at Magnolia High School.

Dr. Nancy Nien thanked the Student Ambassadors for attending the LCAP meeting. Additionally, she stated she attended the Capstone Interviews at Kennedy High School and thought they were very reflective and acknowledged the teachers for their part in the event. Lastly, she reported on her recent attendance to the CASBO Conference.

Robert Saldivar thanked LCAP attendees and the staff for their work. He also attended the Sycamore Junior High School Community Forum and acknowledged all the staff who helped with the event.

12. BOARD OF TRUSTEES' REPORT

Trustee Guerrero reported she met with Business Service staff, attended the Budget Committee Meeting, AUHSD Theatre and Dance Festival, CSBA Legislative Week, Anaheim High School's 125th Celebration, Lauren Lappin Number Retirement Ceremony, Years of Service Awards, LCAP Meeting, Soapbox Speech Competition, CABE Symposium and Seal of Excellence Awards Ceremony, Community Schools Steering Committee, Anaheim High School's Capstone Interviews, California Democracy Schools visit at Sycamore Junior High School, met with City of Anaheim officials, Sycamore Junior High School's Community Forum. She thanked all the students, parents, community members, and staff who were in attendance. In addition, she visited Dale, Orangeview, South junior high schools, as well as Cambridge Virtual Academy.

Trustee Piercy indicated she attended the Years of Service Awards, Sharon Quirk-Silva's Women of Distinction Award honoring Dr. Renae Bryant, CABE Symposium, "K-Lunch Tray" filming at Lexington Junior High School, Insurance Committee Meeting, Strategic Arts Planning Meeting, Celebration of Life for Retiree Dianne Poore, and Student Ambassador Interviews.

Trustee Smith said she attended the Insurance Committee Meeting, Student Discipline Task Force Meeting, and Color and Light Art Show.

Trustee Randle-Trejo stated she attended the Celebration of Life for Retiree Dianne Poore, OCSBA/ACSA Dinner, CABE Symposium and Seal of Excellence Awards Ceremony, Color and Light Art Show, Anaheim High School Soapbox Competition, Anaheim High School's 125th Celebration, Strategic Arts Planning Meeting, Years of Service Awards, Lauren Lappin Number Retirement Ceremony, Student Ambassador Interviews, ROP Celebration of Success Interviews, ROP Board Meeting and site visits, as well as the GASELPA Board Meeting. Lastly, she attended the Sycamore Junior High School Community Forum and thanked everyone who helped put it together.

Trustee O'Neal reported he attended two ROP Board meetings, Budget Committee Meeting, OCSBA/ACSA Dinner, Prom at Hope School, ROP site visits, Anaheim High School's 125th Celebration, Years of Service Awards, Principals' Meeting, AUHSD Soapbox Speech Competition, CABE Seal of Excellence Awards Ceremony, PTA Administrator's Dinner, Capstone Interviews at Kennedy High School, Market Day at Cambridge Virtual Academy, AUHSD Pledge Presentations at Westmont Elementary, "K-Lunch Tray" at Lexington Junior High School, Color and Light Art Show, and Sycamore Junior High School's Community Forum.

13. ADVANCE PLANNING

13.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, May 4, 2023, at 6:00 p.m.

Thursday, June 8	Thursday, September 14
Thursday, June 15	Thursday, October 12
Thursday, July 20	Thursday, November 16
Thursday, August 10	Thursday, December 14

13.2 ***Suggested Agenda Items***

Trustee Guerrero requested a resolution and/or letter asking the city of Anaheim for their support and commitment in addressing our schools' and community safety.

14. ADJOURNMENT

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 8:08 p.m.

Approved _____
Clerk, Board of Trustees