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: February 28, 2025

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

Orange County Register, 1920 Main Street, Suite 225, Irvine, CA 92614
Anaheim Bulletin, 1920 Main Street, Suite 225, Irvine, CA 92614
Los Angeles Times, 2300 E. Imperial Highway, El Segundo, CA 90245
Event News, 216 Main Street, Seal Beach, CA 90740

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 6th day of March 2025

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, March 4, 2025, to allow reasonable arrangement to ensure interpretation services.

Closed Session-3:30 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, March 6, 2025
Closed Session-3:30 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, March 4, 2025, 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, March 4, 2025, 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 three 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 54956.9(d)(1): Conference with legal counsel, existing litigation (Consolidated OAH Case Nos. 2024100368 and 2025010603).

4.3 To consider matters pursuant Government Code Section 54956.9(d)(1): Conference with legal counsel, existing litigation (Orange County Superior Court No. 30-2023-01314132-CU-PO-CXC).

4.4 To consider matters pursuant Government Code Section 54956.9(d)(1): Conference with legal counsel, existing litigation (Orange County Superior Court No. 30-2023-01336507-CU-PO-CJC).

4.5 To consider matters pursuant Government Code Section 54956.9(d)(1): Conference with legal counsel, existing litigation (Orange County Superior Court No. 30-2021-01186059-CU-PO-CJC).

4.6 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), Mid-Managers Association (MMA), and Anaheim Military Instructors Union (AMIU).

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

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

4.9 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2024-25-04. **[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 Erin Baek 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. REPORTS *INFORMATION ITEMS*

6.1 ***Student Representative's Report***

Erin Baek, student representative to the Board of Trustees, will report on student activities throughout the District.

6.2 ***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.

6.3 ***Reports of Associations***

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

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

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

7. PRESENTATIONS *INFORMATION ITEMS*

7.1 ***2024-25 Second Interim Budget Report***

Background Information:
Education Code Section 42131 (a)(1) states that pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. This certification shall be based upon the Board's assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education, pursuant to Section 33127 of the District budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Sections 95 through 100 inclusive, of the Revenue and Taxation Code, and ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certification shall be classified as positive, qualified, or negative, as prescribed by the superintendent of public instruction for the purposes of determining subsequent actions by the superintendent of public instruction, the state controller, or the county superintendent of schools, pursuant to subdivisions (b) and (c). This certification shall be based upon the financial and budgetary reports required by Section 42130, but may include additional financial information known by the Board of Trustees to exist at the time of each certification. For purposes of this subdivision, a positive certification shall be assigned to any school district that, based upon current projections, will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A qualified certification shall be assigned to any school district that, based upon current projections, may not meet its financial obligations for the current fiscal year, or two subsequent fiscal years. A negative

certification shall be assigned to any school district that, based upon current projections, will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year.

Current Consideration:
The Board of Trustees will receive a presentation from Business Services regarding the District's fiscal solvency.

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.

7.2 ***Measure H Citizens' Bond Oversight Committee Final Annual Report (March 2024–February 2025)***

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 general obligation bond for the construction, reconstruction, rehabilitation, or replacement of school facilities. The CBOC'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.

Current Consideration:
The CBOC is prepared to fulfill its duties of informing the public of this year's proceedings, and deliver its final report. The report will be presented to the Board of Trustees in public session, and it will be posted on the Blueprint for the Future website.

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 receive the CBOC's annual report presentation.

7.3 ***Orange County Asian Pacific Islander Community Alliance (OCAPICA)***

Background Information:
The Orange County Asian and Pacific Islander Community Alliance (OCAPICA) is dedicated to enhancing the health, social, and economic well-being of Asians and Pacific Islanders in Orange County, California. Established in 1997, OCAPICA works to improve and expand the community's opportunities through service, education, advocacy, organizing, and research. Through various projects and initiatives OCAPICA has been a long standing and important partner of the District in supporting students' health and wellness.

LUNA is a Youth Suicide Prevention Program established in Fall of 2023 that serves eight school sites in the District (Ball, Brookhurst, Dale, and Sycamore junior high schools, as well as Anaheim, Loara, Magnolia, and Savanna high schools) with a focus population of Latino youth. LUNA supports District youth through education, connection, and care. Eighty-five

Youth LUNA Leaders (LL) serve as peer mentors/ambassadors for school-based and community-based suicide prevention messaging/training, mental health services, and programming for their respective campuses. Luna Leaders facilitate monthly drop-in Wellness Spaces for their peers to talk about mental health, to de-stress together through wellness activities, and to learn about/get connected to mental health services. To date, 1,067 students have attended Wellness Spaces at their school sites thus far.

Current Consideration:
OCAPICA staff will provide a presentation to the Board of Trustees to highlight their purpose, efforts, and current success.

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. **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 three 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.

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

10. **ITEMS OF BUSINESS**

EDUCATIONAL SERVICES

10.1 ***School-Sponsored Student Organizations*** ***ACTION ITEM***

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 applications.

Current Consideration:
The following schools have submitted school-sponsored student organization applications:

10.1.1 Cooking Club, Magnolia High School **[EXHIBIT A]**
10.1.2 Guatemala Roots Alliance, Magnolia High School **[EXHIBIT B]**
10.1.3 Psychology Club, Magnolia High School **[EXHIBIT C]**
10.1.4 Engineering Club, Walker Junior High School **[EXHIBIT D]**
10.1.5 Math Club, Walker Junior High School **[EXHIBIT E]**

Budget Implication:
Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Staff Recommendation:
It is recommended that the Board of Trustees approve the school-sponsored organization applications.

RESOLUTIONS

10.2 ***Resolution No. 2024/25-B-13, Adjustments to Income and Expenditures, General Fund; Resolution No. 2024/25-B-14, Adjustments to Income and Expenditures, Various Funds; and the 2024-25 Second Interim Report*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
Education Code Section 42131 (a)(1) states that pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether the school district is able to meet its financial obligations for the remainder of the fiscal year and based on current forecasts, for the two subsequent fiscal years. This certification shall be based upon the Board of Trustees' assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127, the District budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Section 95 to 100, inclusive, the Revenue and Taxation Code, as well as ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certification shall be classified as positive, qualified, or negative, as prescribed by the superintendent of public instruction, for the purposes of determining subsequent actions by the superintendent of public instruction, the state controller, or the county superintendent of schools, pursuant to subdivisions (b) and (c). This certification shall be based upon the financial and budgetary reports required by Section 42130, but may include additional financial information known by the governing board to exist at the time of each certification. For purposes of this subdivision, a positive certification shall be assigned to any school district that, based upon current projections, will be able to meet its financial obligations for the remainder of the fiscal year and the two subsequent fiscal years. A qualified certification shall be assigned to any school district that, based upon current projections, may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. A negative certification shall be assigned to any school district that, based upon current projections, will not meet its financial obligations for the current fiscal year or subsequent fiscal years.

Current Consideration:
In certifying the 2024-25 Second Interim Report as positive, the Board of Trustees understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

Budget Implication:
As part of the interim reporting process, budget adjustments are made to income, expenditures, and fund balances. Resolution No. 2024/25-B-13, Adjustments to Income and Expenditures, General Fund; and Resolution No. 2024/25-B-14, Adjustments to Income and Expenditures, Various Funds; authorizes budget adjustments, per Education Code Sections 42602 and 42610.

Staff Recommendation:
1. It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-13 and Resolution No. 2024/25-B-14, by a roll call vote. **[EXHIBITS F and G]**

2. It is recommended that the Board of Trustees approve the positive certification of the 2024-25 Second Interim Report that the District is able to meet its financial obligations. **[EXHIBIT H]**

10.3 ***Resolution No. 2024/25-B-15, Zero Emission School Bus and Infrastructure Incentive Project Grant*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The District has submitted an application for funding under the Zero Emission School Bus and Infrastructure (ZESBI) Incentive Project Grant to acquire four new electric-powered school buses. The grant offers up to $355,000 for each Type C school bus equipped with a wheelchair lift. Additionally, ZESBI will provide the necessary infrastructure for each awarded bus. If approved, the District will use the grant to fund the number of school buses approved by ZESBI.

Current Consideration:
ZESBI is offering a grant opportunity for school districts to apply for funding toward new alternative fuel or fully electric school buses. The grant provides up to $355,000 per bus, including sales tax, and covers the cost of charging infrastructure for each awarded bus. However, school districts are responsible for any optional equipment beyond the base model, such as camera systems and air conditioning.

Budget Implication:
The total cost for additional equipment on all electric buses, after applying the grant funds, should not exceed $350,000. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-15, by a roll call vote. **[EXHIBIT I]**

10.4 ***Resolution No. 2024/25-F-03, Authorizing Filing of Application(s) For State Allocation Board-Administered Programs*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
School districts in the state of California have the opportunity to receive considerable funding for construction projects under the School Facility Program (SFP), which is administered by the Office of Public School Construction (OPSC) and the State Allocation Board (SAB). The District intends to file applications for eligibility determination and funding for projects that are in progress, or have received Division of the State Architect approval.

Current Consideration:
In 2024, California voters passed Proposition 2, a statewide bond measure, which provides matching funds to districts intending to leverage their own facilities funds, by seeking eligibility for modernization and new construction funding under the SFP. Pursuant to Education Code Section 17070.54, as a condition of participating in the SFP for projects submitted on or after October 31, 2024, the District shall submit to the DGS a five-year school Facilities Master Plan (FMP), or updated five-year school facilities master plan. The District FMP was updated in 2022, and adopted by the Board of Trustees at the June 16, 2022, meeting. Failure to submit an acceptable five-year school FMP may result in recission of project funding.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-F-03, Authorizing Filing of Application(s) for State Allocation Board-Administered Programs, by a roll call vote. **[EXHIBIT J]**

10.5 ***Resolution No. 2024/25-E-20, Autism Awareness Month*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
In order to highlight the growing need for concern and awareness about autism, the Autism Society has been celebrating National Autism Awareness Month since the 1970s. The United States recognizes April as a special opportunity to educate the public about autism and issues within the autism community.

Current Consideration:
The adoption of Resolution No. 2024/25-E-20 for Autism Awareness Month recognizes April as Autism Awareness Month, a time to focus attention on those with autism and related pervasive developmental disorders. It also provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support autism awareness.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-E-20, by a roll call vote. **[EXHIBIT K]**

10.6 ***Resolution No. 2024/25-E-21, Cesar Chavez Day*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
Each year Cesar Chavez Day is observed in the United States on March 31. It celebrates the birthday of Cesar Estrada Chavez and it serves as a tribute to his commitment to social justice and respect for human dignity.

Current Consideration:
The adoption of Resolution No. 2024/25-E-21 honors Cesar Chavez for his many achievements and contributions to our nation. It also provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support Cesar Chavez Day.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-E-21, by a roll call vote. **[EXHIBIT L]**

10.7 ***Resolution No. 2024/25-E-22, National Child Abuse Prevention Month*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
National Child Abuse Prevention Month is acknowledged in the United States each year during the month of April. By acknowledging the need for public education and community services to help prevent child abuse and neglect, many groups hope to reduce the impact to children and families facing child abuse.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2024/25-E-22, National Child Abuse Prevention Month. This will provide an opportunity to inform parents, guardians, and the community of the efforts that the District is making to support the prevention of child abuse.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-E-22, by a roll call vote. **[EXHIBIT M]**

10.8 ***Resolution No. 2024/25-E-23, Arab American Heritage Month*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
Arab American Heritage Month celebrates the contributions of Arab Americans to the United States and celebrates the group's heritage and culture.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2024/25-E-23, Arab American Heritage Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is taking to honor the many achievements and contributions made by Arab Americans to our economic, cultural, spiritual, and political development. The District will acknowledge April as Arab American Heritage Month.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-E-23, by a roll call vote. **[EXHIBIT N]**

10.9 ***Resolution No. 2024/25-E-24, Take Down Tobacco Day*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
Take Down Tobacco Day 2025 is a national day of activism that empowers youth and any concerned group to stand out, speak up, and seize control against Big Tobacco by raising

awareness of the problem of tobacco use; encourage youth to reject the tobacco industry's deceptive marketing of deadly and addictive products; by staying or if using these products become tobacco/vape-free; and urge elected officials to take action to protect kids from tobacco.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2024/25-E-24, Take Down Tobacco Day 2025. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support their commitment to tobacco-free, healthy lifestyles.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-E-24, by a roll call vote. **[EXHIBIT O]**

10.10 ***Resolution No. 2024/25-BOT-03, Compensation for Board Meeting*** ***ACTION ITEM (Roll Call Vote)***

Background Information:
Education Code Section 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month. Education Code Section 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed, but authorizes the Board, by resolution, to compensate a Board member for meetings he/she missed due to one of the following reasons: (1) performance of other designated duties for the District during the time of the meeting; (2) illness or jury duty; or (3) hardship deemed acceptable by the Board.

Current Consideration:
Trustee Smith was not present at the February 13, 2025, Board of Trustees' meeting, due to hardship deemed acceptable by the Board.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-BOT-03, by a roll call vote. **[EXHIBIT P]**

BUSINESS SERVICES

10.11 ***Agreement, Alliance Environmental and Compliance, Inc.*** ***ACTION ITEM***

Background Information:
At the peak of the COVID-19 pandemic, the District accepted donations of, or purchased large quantities of hand sanitizer and other COVID disinfectants. Much of the inventory at all of the sites has since expired; and because the products are alcohol based, they are considered a Resource Conservation and Recovery Act (RCRA) ignitable hazardous waste, and must be disposed of at a RCRA facility.

The District has used Alliance Environmental and Compliance, Inc. (AEC) to properly dispose of hazardous waste from school sites and the District Office. Disposing of hazardous waste is a costly service and must be done by an individual who is registered with the Department of Toxic Substances Control (DTSC) as a Hazardous Waste Transporter. Alliance Environmental and Compliance, Inc. was retained to inventory, properly pack, label, and transport the expired hand sanitizer and other COVID disinfectants.

Current Consideration:
The District would like to use AEC for this one-time project to properly dispose of the RCRA ignitable hazardous waste from the school sites and District Office. Services are being provided October 1, 2024, through March 31, 2025.

Budget Implication:
This one-time project is not expected to exceed $152,546. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement, for this one-time project, with Alliance Environmental and Compliance, Inc. **[EXHIBIT Q]**

EDUCATIONAL SERVICES

10.12 ***Revised Board Policy 8601, Electronic Signaling Devices, First Reading*** ***INFORMATION ITEM***

Background Information:
The District is continuing the process of reviewing Board policies, administrative regulations, and bylaws to ensure conformity with the recommendations of the California School Boards Association (CSBA) through the Gamut Online System. Gamut is an online policy information service that incorporates the complete CSBA Policy Update Reference Manual, which contains more than 650 sample policies, regulations, as well as exhibits, and is updated continually.

Current Consideration:
The Education Division, Education and Information Technology Department is submitting Board Policy 8601, Electronic Signaling Devices for review. The policy has been revised and indicates individual insertions or deletions to language. The policy around the use of cell phones was first embedded into Board Policy 7901.03 Student Use of Technology in 2014. With the passage of Assembly Bill 3216 related to student cell phone use, the best course of action was to revert to having a dedicated Board Policy. Board Policy 8601, Electronic Signaling Devices was last revised in July 2003.

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 revised Board Policy 8601, Electronic Signaling Devices. **[EXHIBIT R]**

10.13 ***Revised Board Policy 7605, Arts Education, Second Reading*** ***INFORMATION/ACTION ITEM***

Background Information:
Board Policy 7605, Arts Education, has not been reviewed by the Board of Trustees since it was first adopted in 2009. Since then, the District's Strategic Arts Plan has undergone a comprehensive revision to reflect current goals, state standards, as well as the needs of our students and community. The revisions to Board Policy 7605 align with the updated Strategic Arts Plan and emphasize the importance of equitable access to high-quality arts education.

Current Consideration:
The revised Board Policy 7605 is an integral part of the Strategic Arts Plan, as it establishes the policy foundation for the goals and strategies outlined in the plan. As such, the Board must approve this updated policy prior to or in conjunction with the adoption of the Strategic Arts Plan. These updates highlight equity, sequential curriculum alignment, professional learning for educators, and the integration of student voice into arts programming. The revised policy incorporates updated language clarifying the role of the Director of Arts Education, supporting the implementation of sequential, standards-based arts curricula, and ensuring the alignment of arts programming with the Career Preparedness Systems Framework (CPSF), as well as the District's mission and core values.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees review and/or approve revised Board Policy 7605, Arts Education. **[EXHIBIT S]**

10.14 ***Adoption of the Strategic Plan for Arts Education*** ***ACTION ITEM***

Background Information:
The revision of the District's Strategic Plan for Arts Education began in January 2023, and included nearly 50 participants, including arts teachers, site and District administrators, OCDE leadership, Board of Trustees, students, parents, as well as community leaders. The collaborative effort focused on creating a comprehensive, bold, and transformative plan to expand arts education across the District.

Using the 2016 Arts Plan as a foundation and incorporating strategic planning tools provided by Create California, the team envisioned a future where every student engages in meaningful and high-quality arts experiences. Through a series of collaborative meetings—both in small groups and as a whole—the team developed focus statements, goals, action steps, and timelines for implementation.

The mission, vision, and plans for each priority area were finalized, centering on three focus areas: Content, Infrastructure, and Sustainability, which form the foundation of the District's Strategic Arts Plan.

Current Consideration:
The Strategic Plan for Arts Education integrates the Career Preparedness Systems Framework (CPSF), aligns with the District's mission and core values, and emphasizes equity to ensure that all students, regardless of background, have access to arts learning

opportunities. This plan outlines actionable goals to expand arts education access and impact over the next five years, aiming to foster creativity, develop transferable skills, and prepare students for future careers. By enriching student lives and enhancing educational experiences, the plan also strengthens connections with families, as well as the community. This Strategic Plan also includes a revision of Board Policy 7605, Arts Education.

Budget Implication:
While there is no direct, immediate impact to the budget, full implementation will require additional staffing, course materials, and facility improvements. Costs will be assessed as the plan progresses. Funding from the Arts and Music in Schools (AMS) Act provided by the passing of Proposition 28 supports the expansion of arts programs by providing funding for additional staffing and materials.

Staff Recommendation:
It is recommended that the Board of Trustees approve the Strategic Plan for Arts Education as presented. **[EXHIBIT T]**

10.15 ***Public Hearing, New Course Submissions for the 2025-26 Year*** ***INFORMATION ITEM***

Background Information:
Each year, teachers in the District have the opportunity to submit new courses to add to the course catalog. New courses align with the District drivers; Youth Voice and Purpose, Technical Skills, and 21st Century Skills, as well as current state standards.

New courses go through a multi-step approval process that includes the school site department chair, the site principal, the subject area curriculum specialist, the District department chair team, and the Education Division. Course authors receive feedback and make updates before the course receives final approval.

Current Consideration:
In the spirit of transparency, the District will provide the Board and the public an opportunity to review the new course submissions for the upcoming year.

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 formally open a public hearing to provide the public with an opportunity to speak on the District's new course submissions. **[EXHIBIT U]**

10.16 ***Public Hearing, Ethnic Studies Courses*** ***INFORMATION ITEM***

Background Information:
On May 6, 2021, the Board of Trustees unanimously adopted Resolution No. 2020/21-E-22, supporting the development of ethnic studies curricula and implementation of an ethnic studies graduation requirement beginning with the Class of 2026. Thereafter, the State adopted an ethnic studies graduation requirement beginning with the Class of 2030.

Current Consideration:
To meet state requirements, Education Code Section 51225.3 provides that the ethnic studies requirement may be fulfilled through completion of: (I) a course based on the model

curriculum developed pursuant to Education Code Section 51226.7; (II) an existing ethnic studies course; (III) an ethnic studies course taught as part of a course that has been approved as meeting the A-G requirements of the University of California and the California State University; or (IV) a locally developed ethnic studies course approved by the Board after first being presented at a public meeting at which the public has an opportunity to speak on the proposed course, which fulfills the District's graduation requirement.

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 formally open a public hearing to provide the public with an opportunity to speak on the ethnic studies courses. **[EXHIBIT V]**

10.17 ***Home-to-School (HTS) Transportation Reimbursement Plan*** ***ACTION ITEM***

Background Information:
Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). It provides reimbursement funding for 60 percent of transportation costs to the district based on prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding. As conditions of receiving apportionments under Section 41850.1, the District shall develop a plan describing the transportation services it offers to its pupils, and how it prioritizes planned transportation services for pupils who are low income. The plan shall also describe how transportation is accessible to students with disabilities, homeless youth, and how unduplicated students may access free transportation.

Current Consideration:
The plan shall be adopted by the districts governing board by April 1 each year.

Budget Implication:
The Estimated Revenue Allocation (2024-25) for Anaheim Union High School District is $8,486,296. (Entitlements are calculated as reimbursement for 60 percent of transportation costs, less the LCFF add on)

Staff Recommendation:
It is recommended that the Board of Trustees adopt the Home-to-School Transportation Reimbursement Plan. **[EXHIBIT W]**

10.18 ***Piggyback for Vape Sensors, Software and Related Services*** ***ACTION ITEM***

Background Information:
Cypress and Loara high schools are requesting to install vape sensors in their student bathrooms and locker rooms as a mitigation measure for vaping. The District walked both sites with multiple vendors before choosing the Halo solution presented by Blue Violet Networks, a division of the Cook and Boardman Group, LLC (Blue Violet Networks). Halo has direct integration with our security camera system.

Current Consideration:
The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with Blue Violet Networks.

The software, ongoing support, and services will be purchased utilizing DGS CMAS contract 3-22-11-1023. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

Budget Implication:
The cost for year one inclusive of equipment, software, installation, and sales tax is $75,120 for both schools, and $4,023 annually thereafter, for both schools sites. (Site Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the purchase of software utilizing DGS's CMAS contract 3-22-11-1023 to Blue Violet Networks, pursuant to Public Contract Code Sections 10298, 10299, and 12100.

10.19 ***Grant Acceptance Agreement, The Mr. Holland's Opus Foundation*** ***ACTION ITEM***

Background Information:
The Mr. Holland's Opus Foundation (MHOF) donates high-quality musical instruments to deserving, under-funded music programs, and provides an array of support services to school districts. By increasing the school's inventory of quality, playable instruments, music teachers are given the tools they need to deliver a quality music education to students who want to learn. In collaboration with committed school districts, the Foundation's investments are strategically placed as part of a K–12 districtwide plan to achieve positive and lasting results that generations of students will benefit. The Mr. Holland's Opus Foundation awarded a grant valued at $25,000 to Katella High School Band in 2023.

Current Consideration:
The Dale Junior High School instrumental music program was selected by MHOF to receive a musical instrument and equipment grant. The total retail value of this donation is $29,850 and is made possible through generous funding from the Van Halen family, an anonymous donor, and other generous donors who supported the campaign.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the grant acceptance agreement.
[EXHIBIT X]

10.20 ***Agreement, Benjamin Gonzalez*** ***ACTION ITEM***

Background Information:
Benjamin Gonzalez is a creator and designer, specializing in marketing and communications. His experience spans roles in social media management, content creation, and brand strategy for organizations such as Pacific Crest Drum and Bugle Corps, Western Band Association (WBA), Peacocks Drum Major Competitions, and Winter Guard Association of Southern California (WGASC). In addition to his professional career, he also manages the YouTube channel 'MusicAmenities', blending his passion for storytelling with the musical arts, covering big events such as the San Diego Holiday Bowl Parade and the Pasadena Tournament of Roses Parade.

Current Consideration:
Mr. Gonzalez will provide videographer services for the District Theatre and Dance Showcase, Choral Festival, and Summer Arts Academy in 2025, in order for students to

have footage for their Performance Task Assessments and Capstone projects. Services will be provided March 7, 2025, through May 25, 2025.

Budget Implication:
The total cost for these services is not to exceed $2,500. (LCFF Funds)

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

10.21 ***Agreement, Donald Brinegar*** ***ACTION ITEM***

Background Information:
Donald Brinegar is a conductor, tenor soloist, voice instructor, educator, and master class clinician. Professor Emeritus of Music at Pasadena City College (PCC), Brinegar directed the Choral Studies program at PCC for 36 years. Brinegar also conducts the Donald Brinegar Singers, a community choral ensemble in Pasadena, California. He is Director of Choruses for the Pasadena Symphony and POPS, as well as an adjunct professor of voice at PCC. During the summers he is an adjunct professor of conducting and voice in the Cal State Los Angeles masters program in Choral conducting. Brinegar has published five books on Choral Music. His book *Pitch Perfect: A Theory and Practice of Choral Intonation* was released in December 2019 and has already been hailed as a singular contribution in the field of Choral Music. *Conducting Primer: Seven Principles of Choral Conducting* was published in May of 2020, and *Conducting Primer in Practice* was published in June 2020. Both books have received international critical acclaim.

Current Consideration:
Mr. Brinegar will provide services as an adjudicator for the District's Choral Festival March 18, 2025, through March 19, 2025, at Kennedy High School. The agreement will be in effect March 7, 2025, through May 25, 2025.

Budget Implication:
The total cost for these services is not to exceed $700. (LCFF Funds)

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

10.22 ***Agreement, John Sutton*** ***ACTION ITEM***

Background Information:
John Sutton, DMA, has served the choral community of Los Angeles since 2000. His professional choral career spans over five decades of conducting in the community, church, academic, and professional settings. From major choral and instrumental works, concert and chamber choirs, to music for television and movies, Dr. Sutton is recognized for his ability to work with children, youth, adults, amateurs, and professionals alike.

As a choral scholar, Dr. Sutton has studied with some of the most distinguished conductors in the field of choral music. Beyond his focused choral training in the university setting, Dr. Sutton has studied and performed with notable choral luminaries such as Robert Shaw, Helmuth Rilling, Eric Ericson, Weston Noble, Frank Pooler, Howard Swan, Paul Salamunovich, Anton Armstrong, Eph Ely, Jerry Blackstone, and many others. His performance career has taken him throughout the United States and abroad in choral concert tours and recording projects, including performances at the iconic Walt Disney Concert Hall, the Kennedy Center, Lincoln Center, and Constitution Hall. His performance

tours have taken him across the United States and around the world, conducting throughout Canada, Europe, Asia, and South America.

Current Consideration:
Dr. Sutton will provide services as an adjudicator for the District's Choral Festival March 18, 2025, through March 19, 2025, at Kennedy High School. The agreement will be in effect March 7, 2025, through May 25, 2025.

Budget Implication:
The total cost for these services is not to exceed $700. (LCFF Funds)

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

10.23 ***Agreement, Music Education Consultants, Inc.*** ***ACTION ITEM***

Background Information:
Music Education Consultants, Inc. President Marcia Neel is a 36-year veteran in music education. Ms. Neel's expertise in developing engaging, sustainable music programs will provide teachers with actionable techniques to enhance student participation and communicate the value of music education to parents and communities, supporting program growth across the District.

Ms. Neel has held prominent roles in music education, including Coordinator of Secondary Fine Arts for Clark County School District and current President of Music Education Consultants, Inc. She is also the Senior Director of Education for Yamaha Corporation of America and a past Disney Channel National Performing Arts Teacher of the Year.

Current Consideration:
Marcia Neel and Music Education Consultants, Inc. will lead a Districtwide workshop at Dale Junior High School on April 1, 2025, for vocal and instrumental music teachers on strategies to improve student retention in multi-year secondary music programs. Services will be provided March 7, 2025, through June 30, 2025.

Budget Implication:
The total cost for these services is not to exceed $1,250. (Arts and Music in Schools Funds)

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

10.24 ***Agreement, The Joyful Child Foundation*** ***ACTION ITEM***

Background Information:
The Joyful Child Foundation-In Memory of Samantha Runnion developed the BRAVE Programs to educate, empower, as well as unite families and communities to prevent crimes against young people. The BRAVE Clubs in schools allow young people to become leaders in the effort to stop violence in our schools and communities. The parent workshops build parents' awareness and skills to help their children develop the life skills that may keep them safe.

Current Consideration:
The Joyful Child Foundation offers a variety of programs for schools, including curriculum, clubs, and parent workshops. Currently the Joyful Foundation has agreed to pilot a youth

club at one junior high school and one high school, as well as provide parents workshops at Dale Junior High School. The topics covered focus on personal safety, such as self-awareness and boundaries, consent vs. coercion, questionable and dangerous behaviors, risk reduction strategies, as well as verbal and physical defense skills. Services will be provided March 7, 2025, through June 30, 2025.

Budget Implication:
There is no impact to the budget. For the term of this agreement, the agency has agreed to work with the District to implement the youth club and parent workshop free of cost to the District.

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

10.25 ***Community Service Agreement, Sacred Path*** ***ACTION ITEM***

Background Information:
The District is committed to fostering an inclusive and supportive environment for all students, including those who identify as Native American. To further this commitment, Gilbert High School is leading an effort to establish a partnership with Sacred Path, a community-based organization dedicated to improving the quality of life for Indigenous individuals and families across the District.

Sacred Path is guided by traditional Indigenous values and works to uplift Indigenous communities by providing culturally responsive support, training, and resources. Their services aim to strengthen students' connections to their heritage while offering practical assistance to help them thrive academically and personally.

Current Consideration:
The District would like to enter into a new community service agreement with Sacred Path to expand opportunities for students and educators at no cost to the District. As Sacred Path works in collaboration with the District, the goal is to provide culturally competent support tailored to Native American families within the District. This partnership will focus on strengthening the District's efforts to provide inclusive support, ensuring that Native American students and families feel understood, respected, and supported within the District's educational framework. The partnership also emphasizes the importance of community involvement and culturally relevant training to staff, further enhancing the District's ability to serve the needs of Indigenous students. Services will be provided March 7, 2025, through March 31, 2026.

Budget Implication:
There is no impact to the budget.

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

10.26 ***Agreement, Bluejacket Sign Company*** ***ACTION ITEM***

Background Information:
A mural at the Magnolia Agriscience Community Center (MACC) has been planned since its inception, with student designs culminating through the MACC Art Contest in the 2022-23 year. The mural will integrate the past, present, and future of the MACC in "Growing the

Future," and it will be a collaboration of previous and current students' artwork, as well as the artwork of Bluejacket Sign Company. The mural is inspired by the work of two alumni who participated in the MACC Art Contest in 2023 (Kelsy Cabatana, an alumnus of Anaheim High School, and Angel Martinez, an alumnus of Magnolia High School). The MACC Art Contest received many submissions from across the District, and these two students' pieces were displayed at the District Color and Light Show in 2023. The student work has been synthesized by muralist James Thomas of the Bluejacket Sign Company, a prominent Southern California commercial muralist company. James Thomas is currently volunteering in art classes at Magnolia High School.

Current Consideration:
James Thomas of Bluejacket Sign Company will create the mural painting that will be displayed at the entrance of the MACC. He will also integrate students into the mural creation process, which will be showcased at the annual STEAM-A-PALOOZA event being held April 5, 2025. Services will be provided March 7, 2025, through May 24, 2025.

Budget Implication:
The total cost for these services is not to exceed $20,000. (Student Demo Funds)

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

10.27 ***School-Linked Partnership and Capacity Grant Service Agreement, Orange County Superintendent of Schools, Department of Health Care Services*** ***ACTION ITEM***

Background Information:
The Department of Health Care Services (DHCS) is the backbone of California's health care safety net, helping millions of low-income and disabled Californians every day. The mission of DHCS is to provide Californians with access to affordable, integrated, high-quality health care, including medical, dental, mental health, substance use treatment services, and long-term care.

Established in 2021, the Children and Youth Behavioral Health Initiative (CYBHI) seeks to reimagine the systems, regardless of payer, that support behavioral health for all California's children, youth, and their families. To support this initiative the state developed the School-Linked Partnership and Capacity Grants.

County Offices of Education were tasked by DHCS with determining the funding strategy and disseminating the grant funds to LEAs and other partners within the county. As a participant, the District has entered into a formal CYBHI provider agreement.

Current Consideration:
As part of the CYBHI and Governor Newsom's Master Plan for Kids' Mental Health, DHCS is expanding access to school-based behavioral health services provided to students at a school site. This includes efforts to expand the behavioral health workforce, create new partnerships, and change how providers are reimbursed.

The School-Linked Partnership and Capacity Grants are a one-time investment enabling educational entities to build the necessary capacity, infrastructure, and partnerships needed to utilize the Statewide Multi-Payer School-Linked Fee Schedule and create a long-term

sustainable funding model. Services are being provided January 1, 2025, through June 30, 2027.

Budget Implication:
There is no impact to the budget. The District will receive a grant amount not to exceed $1,325,607.

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

HUMAN RESOURCES

10.28 ***Initial Contract Proposal, AUHSD to Anaheim Secondary Teachers Association (ASTA)*** ***INFORMATION ITEM***

Background Information:
In accordance with Board Policy 6500.01, the District's initial contract proposal to ASTA 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 ASTA for the 2025-26 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT GG]**

10.29 ***Public Hearing, Initial Contract Proposal, AUHSD to Anaheim Secondary Teachers Association (ASTA)*** ***INFORMATION ITEM***

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 ASTA.

Current Consideration:
The Board must hold a public hearing of the District's initial contract proposal to ASTA for the 2025-26 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.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open a public hearing to provide the public an opportunity to speak on the proposal.

10.30 ***Initial Contract Proposal, Anaheim Secondary Teachers Association (ASTA) to AUHSD*** ***INFORMATION ITEM***

Background Information:
In accordance with Board Policy 6500.01, the Anaheim Secondary Teachers Association's (ASTA) 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. The ASTA initial contract proposal to the District for the 2025-26 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT HH]**

10.31 ***Public Hearing, Initial Contract Proposal, Anaheim Secondary Teachers Association (ASTA) to AUHSD*** ***INFORMATION ITEM***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the Anaheim Secondary Teachers Association's (ASTA) initial contract proposal to the District for the 2025-26 year.

Current Consideration:
The Board must hold a public hearing of ASTA's initial contract proposal to the District for the 2025-26 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.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open a public hearing to provide the public an opportunity to speak on the proposal.

SUPERINTENDENT'S OFFICE

10.32 ***2025 California School Boards Association Delegate Assembly Election*** ***ACTION ITEM***

Background Information:
The California School Boards Association (CSBA) is the nonprofit education association representing the elected officials who govern public school districts and county offices of education. With a membership of nearly 1,000 educational agencies statewide, CSBA brings together school governing boards, as well as administrators from districts and county offices

of education to advocate for effective policies that advance the education and well-being of the state's more than six million school-age children. A membership driven association, CSBA provides policy resources and training to members, as well as represents the statewide interests of public education through legal, political legislative, community, and media advocacy.

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the board of directors, and executive committees, delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state.

Delegates are elected by CSBA member boards by region and serve a two-year term. Nominees for delegates must be a member of a member board within that geographic region.

Current Consideration:
This is an opportunity for the Board of Trustees to consider voting for candidates. The Board, as a whole, may vote for up to seven candidates. No more than one vote for any candidate may be submitted. The ballot also contains a provision for write-in candidates. The ballot must be postmarked by the U.S. Post Office on, or before, Monday, March 17, 2025.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees determine if they wish to vote for up to seven delegates. **[EXHIBIT II]**

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, Audit Services, Eide Bailly LLP***

Background Information:
California school districts are required to have an annual financial and compliance audit, per Education Code Sections 14500-14508 and 41020. Financial and compliance audits are performed in accordance with generally accepted audit standards issued by the Comptroller General of the United States, and Standards and Procedures for Audits of California K-12 Local Education Agencies issued by the California Education Audit Appeals Panel. The auditor audits the financial statements, categorical programs, and various financial

procedures in order to express an opinion on the financial statements and position of the District.

Proposition 39 was authorized in the November 2000 general election, and it allows school districts to incur bonded indebtedness based on a 55 percent vote. Proposition 39 requires the District to have an annual independent performance and financial audit of the bond proceeds.

Current Consideration:
Eide Bailly LLP (Eide Bailly) currently serves as the District's general financial auditor, and it is recommended to retain their services for both financial and bond audits to enhance efficiency. Services are being provided July 1, 2024, through June 30, 2027.

Budget Implication:
The total is not to exceed $69,000 for the 2024-25 year; $75,000 for the 2025-26 year; and $81,500 for the 2026-27 year, plus related incidental costs. Additionally, the fees for the financial and performance audit of the District's bond measures for a total not to exceed $10,000 respectively, for each year under the agreement, plus related incidental costs. (General Fund)

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

11.2 ***Consulting Agreement, Booster Training, Eide Bailly LLP***

Background Information:
The District has contracted Eide Bailly LLP for audit services as defined by Governmental Auditing Standards issued by the Comptroller General of the United States. The District has an interest in providing training to staff, parents, and community members regarding Booster policies and procedures to align with Board Policy 1230.

Current Consideration:
The District desires to engage the services of Eide Bailly LLP to provide workshops to staff, parents, and community members regarding Booster policies and procedures. Services will be provided February 27, 2025, through June 30, 2025.

Budget Implication:
The cost of these services will be for a total not to exceed $6,000, plus expenses. (General Fund)

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

11.3 ***Amendment No., 1 Lease-Leaseback Agreement, Neff Construction, Inc. Projects at Dale Junior High School, Katella High School, and Kennedy High School–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, Katella and Kennedy high schools (Project). Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to the school district for the purpose of constructing

buildings and improvements thereon, for District use during the term of the lease, as well as 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 Project. After a review of the submitted qualifications and proposals, as well as interviews of shortlisted firms, staff recommended to the Board of Trustees the selection of Neff Construction, Inc. (Neff) as the LLB contractor for the Project. On November 16, 2023, the Board of Trustees ratified the LLB agreement with Neff.

Construction is currently underway for the work initially approved by the Board of Trustees. Additional scope of work has been developed, specifically for the Kennedy Image Lighting. Neff bid the subcontractor packages to various companies for the additional scope of work, and has identified the subcontractors they plan to use on the Project. Staff has negotiated the LLB agreement amendment, which includes the guaranteed maximum price (GMP) and contingencies, pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board of Trustees. The LLB agreement shall be amended to include the additional scope of work under Amendment No. 1.

Budget Implication:
The current GMP, associated contingencies and allowances for the originally bid work is $8,153,924. The LLB agreement's GMP will be amended by $40,000 to incorporate the additional scope of work as described above under Amendment No. 1. The total Project costs for the amended GMP including District contingencies and allowances will not exceed $8,440,541. (Special Reserve Fund for Capital Outlay Projects and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board ratify Amendment No. 1 to the LLB agreement with Neff Construction, Inc. **[EXHIBIT LL]**

11.4 ***Ratification of Change Orders***

RFP #2022-28, Katella High School Pool	P.O. #S64A0266
Byrom-Davey, Inc.	
Original Contract	$5,467,797
Change Order #1 **[EXHIBIT MM]**	$362,300.58
New Contract Value	$5,830,097.58
RFP #2023-24, Orangeview Junior High School Site Improvements	P.O. #T64A0222
Construct 1 One, Corporation	
Original Contract	$9,698,948
Change Order #1 **[EXHIBIT NN]**	$(286,041.64)
New Contract Value	$9,412,906.36
Bid #2025-03, District Office Roofing	P.O. #U64A0123
Courtney, Inc.	
Original Contract	$998,250

Change Order #1 **[EXHIBIT OO]**	($19,555)
New Contract Value	$978,695

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

11.5 ***Notices of Completion***

RFP #2022-28, Katella High School	P.O. #S64A0266
Pool	
Byrom-Davey, Inc.	
Original Contract	$5,467,797
Contract Changes	$362,300.58
Total Amount Paid	$5,830,097.58

RFP #2023-24, Orangeview Junior High School	P.O. #T64A0222
Site Improvements	
Construct 1 One, Corporation	
Original Contract	$9,698,948
Contract Changes	$(286,041.64)
Total Amount Paid	$9,412,906.36

Bid #2025-03, District Office	P.O. #U64A0123
Roofing	
Courtney, Inc.	
Original Contract	$998,250
Contract Changes	($19,555)
Total Amount Paid	$978,695

Staff Recommendation:
It is recommended that the Board of Trustees authorize the assistant superintendent, Business to accept RFP #2022-28, RFP #2023-24, and Bid #2025-03 as complete, and authorize the filing of the notices of completion with the Office of the County Recorder.

11.6 ***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 PP]**

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

Staff Recommendation:
It is recommended that the Board of Trustees ratify the reports February 3, 2025, through February 23, 2025. **[EXHIBITS QQ and RR]**

11.8 ***Check Register/Warrants Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the report February 3, 2025, through February 23, 2025. **[EXHIBIT SS]**

11.9 **SUPPLEMENTAL INFORMATION**

11.9.1 ASB Fund, December 2024 **[EXHIBIT TT]**

11.9.2 Cafeteria Fund, December 2024 **[EXHIBIT UU]**

EDUCATIONAL SERVICES

11.10 ***Contract, Independent Psychoeducational Assessment, Dr. Veronica Olvera***

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 a 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 psychoeducational 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 psychoeducational assessment and allow the individualized education program team to consider the information.

Budget Implication:
The total cost for these services is not to exceed $6,000. (Special Education Funds)

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

11.11 ***Memorandum of Understanding (MOU), North Orange County Community College District (NOCCCD)***

Background Information:
In October 2024, the District was approved to receive grants funds under the Middle College and Early College Grant (MCEC) and the College and Career Access Pathways Grant (CCAP). The focus of both grants is to support local educational agencies (LEAs) to establish programming that provide students with access to college courses while in high school or to expand an existing program to include robust pupil advising, student success support services, and outreach campaigns to promote dual enrollment. Outreach shall be focused toward families and pupils who may not be college bound or who are underrepresented in higher education.

Current Consideration:
Grant funds will be used to hire College Transition Leaders for both Cypress and Fullerton Colleges with a goal to increase participation in Dual Enrollment, specifically for pupils who may not be college bound or who are underrepresented in higher education. The MOU outlines the terms and conditions under which NOCCCD may invoice the District for the costs associated with college support staff positions of College Transition Leaders in relation to the Dual Enrollment program for the 2024-27 years. Services are being provided July 1, 2024, through June 30, 2027.

Budget Implication:
The total cost is $550,088 for the entire duration of the grant. (MCEC and CCAP Grant Funds)

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

11.12 ***Agreement, City of Anaheim, Anaheim Public Library (APL)***

Background Information:
The City of Anaheim, through the Anaheim Public Library, has supported A Card for Every Student (ACES) project. They have partnered with the District to provide students and faculty access to the City of Anaheim's extensive collection of online resources. The collection of online resources includes: e-books, language learning resources, and electronic databases that cover a wide array of subject matter. The library's online resources and content is consistent with the American Library Association's Library Bill of Rights and Freedom to Read statement.

Current Consideration:
The District would like to continue partnering with the City of Anaheim for the successful implementation of this project. Services are being provided July 1, 2024, through June 30, 2029.

Budget Implication:
There is no impact to the budget.

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

11.13 ***Amendment, Paradigm Healthcare Services, LLC***

Background Information:
Paradigm Healthcare Services, LLC (Paradigm) provides healthcare billing services to school districts, county offices of education, and local education consortia within the state of California. Paradigm provides Medi-Cal billing services, determines Medi-Cal eligibility, and identifies Medi-Cal numbers within the limits imposed by the Department of Health Services (DHS) and county governments. Paradigm also prepares the annual Cost and Reimbursement Comparison Schedule Workbook, in accordance with the claim guidelines approved by DHS, and assists administrative staff with the development, as well submission of the Medi-Cal Administrative Activities (MAA) Operational Plan in accordance with the DHS and MAA operational instructions.

Current Consideration:
Our current contract with Paradigm provides services through June 30, 2026. These services include access to their electronic health record (EHR), as well as billing for services provided to students that qualify for reimbursement under the LEA BOP Program. With the implementation of the Children and Youth Behavioral Health Initiative (CYBHI) program, which allows us to receive reimbursements for a wider pool of mental and behavioral health services, the District needs to update our contract with Paradigm so they can submit billing on our behalf for any services that qualify under the new CYBHI program.

By using Paradigm for both programs, our providers will be able to document all of their services into one platform and Paradigm will submit the billing to the program for which it qualifies. Paradigm will also manage the data exchange of provider and student information into the format required by the state's Third Party Administrator. The amendment 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 YY]**

11.14 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected materials for courses in world languages and special education. The books have been made available for public view. Future purchases of these materials will be paid by Lottery Funds and Committed Textbook Funds.

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

11.15 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in English and language arts. 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, March 7, 2025, through April 10, 2025.

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

11.16 ***Field Trip Report***

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

HUMAN RESOURCES

11.17 ***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, as well as 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, 2025, through August 31, 2025. 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 CCC]**

11.18 ***2023-24 Employee Salary Schedules***

Background Information:
The California Public Employees' Retirement System (CalPERS) requires the Board of Trustees to formally approve classified salary schedules, along with any subsequent additions, corrections, or modifications made to the schedules. Routine modifications continue to be necessary to accurately represent negotiated changes, necessary updates, and corrections on the schedules.

Current Consideration:
Adopt modifications to the salary schedule for the Administrators, CSEA, and Management employee groups.

The proposed modifications include the following:

- Administration: Range increase for the Director of Food Services based on recommendations approved at the Personnel Commission meeting on December 10, 2024.
- CSEA: Range increase for the Food Services Accounting Specialist and Food Services Technician based on recommendations approved at the Personnel Commission meeting on December 10, 2024.
- Management: Range increase for the Assistant Director–Food Services and Food Services Operations Supervisor based on recommendations approved at the Personnel Commission meeting on December 10, 2024. Range increase for the Food Production Center Manager based on recommendations approved at the Personnel Commission meeting on January 14, 2025.

Budget Implication:
The total annual cost for these modifications is not to exceed $117,611. (Cafeteria Funds)

Staff Recommendation:
It is recommended that the Board of Trustees adopt the revised salary schedules for the Administrators, CSEA, and Management employee groups as submitted. **[EXHIBIT DDD]**

11.19 ***2024-25 Employee Salary Schedules***

Background Information:
The California Public Employees' Retirement System (CalPERS) requires the Board of Trustees to formally approve classified salary schedules, along with any subsequent additions, corrections, or modifications made to the schedules. Routine modifications continue to be necessary to accurately represent negotiated changes, necessary updates, and corrections on the schedules.

Current Consideration:
Adopt modifications to the salary schedule for the Non-Classified employee group.

The proposed modifications include the following:

Non-Classified: Salary increase to reflect the new California state minimum wage. Removal of the Arts Professional Expert I and Arts Professional Expert II classifications.

Budget Implication:
The approval for the salary schedule itself is not approval to fund specific assignments, but rather approval for the types of positions and compensation that may be approved with subsequent Board action for specific individuals.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the revised salary schedules for the Non-Classified employee groups as submitted. **[EXHIBIT EEE]**

11.20 ***Certificated Personnel Report***

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

11.21 ***Classified Personnel Report***

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

SUPERINTENDENT'S OFFICE

11.22 ***Board of Trustees' Meeting Minutes***

February 13, 2025, Regular Meeting **[EXHIBIT HHH]**

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

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

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

13. **ADVANCE PLANNING**

INFORMATION ITEM

13.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, April 10, 2025, at 6:00 p.m.

Thursday, May 8
Thursday, June 5
Thursday, June 12
Thursday, July 17
Thursday, August 7
Thursday, September 11
Thursday, October 16
Thursday, November 13
Thursday, December 11

13.2 ***Suggested Agenda Items***

14. **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, March 4, 2025.

EXHIBIT A

Anaheim Union High School District
Education Division

APPLICATION FOR STUDENT-INITIATED, NON-CURRICULUM RELATED ORGANIZATION

CLICK AND ENTER DATA

School:	Magnolia High School	Date of Application:	1/28/2025

Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Cooking Club

Purpose of the group (Please describe thoroughly):

The primary purpose of a cooking club is to provide a supportive and engaging enviroment for students to develop their skill and knowledge, and to foster a sense of community amongst other members. The club may host events such as cooking demonstrations, organize trips to local food festivals, or local farms.

Frequency of group meetings:

Every Wednesday

Proposed meeting day, time and location:

Day:	04-09-2025	Time:	12:53 pm	Location:	405 Mrs. Pak

Applicant's Signature:	Kim	Date:	01-28-2025
Printed Name:	KIM NGUYEN		

Advisor's Signature:		Date:	1/28/2025
Printed Name:	Emily Pak		

Principal's Signature:		Date:	1/28/2025
Printed Name:	Aaron Chau		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	2/26/25

Dr. Jaron Fried

Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District / Education Division

APPLICATION FOR STUDENT-INITIATED, NON-CURRICULUM RELATED ORGANIZATION

CLICK AND ENTER DATA

School:	Magnolia Highschool	Date of Application:	1/13/25

Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Guatemala Roots Alliance

Purpose of the group:

As our mission, we aim to educate our peers about the history, traditions, and the vibrant culture of Guatemala while fostering a spirit of community and compassion. We seek to engage and educate through our meetings in a fun and informative way to increase awareness of Guatemalan culture and the challenges facing its people. Additionally, we plan to organize donation drives, to gather essential supplies, food, and material to deliver to Guatemalan communities in need. Our club seeks to effect positive change both locally and globally through cultural education and action.

Frequency of group meetings:

Every 4 weeks

Proposed meeting day, time and location:

Day:	Wensday	Time:	3:30	Location:	Room 823

Applicant's Signature:	[signature]	Date:	1/29
Printed Name:	Melanie Ascencio		[redacted]

Advisor's Signature:	[signature]	Date:	1/29
Printed Name:	Lorenzo Rodriguez		[redacted]

Principal's Signature:	[signature]	Date:	1/31/25
Printed Name:	Aaron Chau		[redacted]

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	2/26/18

Dr. Jaron Fried

Following approval, the completed application will be returned to the school principal.

AUHSD Student Leaders
ANAHEIM UNION HIGH SCHOOL DISTRICT

Anaheim Union High School District
Education Division

APPLICATION FOR STUDENT-INITIATED, NON-CURRICULUM RELATED ORGANIZATION

CLICK AND ENTER DATA

School:	Magnolia HS	Date of Application:	Dec. 4, 2024

Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Psychology Club

Purpose of the group (Please describe thoroughly):

To provide an area where students can review and prep for any psychology course that is taken as independent study such as AP course, to provide a place for any students who are wishing to further their knowledge of the subject material and expand general knowledge. To inform and spread healthy psychology practices such as mindfulness, self esteem, mental health awareness, resiliency skills ,and coping strategies.

Frequency of group meetings:

Bi-weekly or as desired by members

Proposed meeting day, time and location:

Day:	Monday	Time:	Lunch	Location:	Room 805

Applicant's Signature:		Date:	12/4/24
Printed Name:	Bao-Nhi Trinh		
Advisor's Signature:		Date:	12/4/24
Printed Name:	Annie Funelle		
Principal's Signature:		Date:	1/30/25
Printed Name:	Aaron Chau		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	2/26/25

Dr. Jaron Fried

Following approval, the completed application will be returned to the school principal.

EXHIBIT D

Anaheim Union High School District / Education Division

Application for curriculum-related Student Organizations

CLICK AND ENTER DATA

Name of Organization: Engineering Club

School: Walker Junior High School

Name(s) of student(s) making application: Hirvi Patel

Staff Sponsor(s): Shinichi Takehara

List purposes, objectives, and activities of the organization (attach a copy of Constitution and By-Laws)

The Engineering Club will carefully monitor and decide purchases needed for the success and continuation of Engineering Projects and Walker Jr. High. The Engineering Club will also advise on budget and student Ideas and proposals.

Proposed meetings:

Day(s):	Once a month	Time(s):	2:30-3:15pm	Location:	Walker Jr. High Room 41

Special equipment? ☐No ☐Yes – Describe:

Qualifications for membership, if any: Must be a Walker Engineering or STEAM Student

How are officers elected? Through voting/election

Term? One Year

State relationship to curriculum and/or instructional program of the district, and describe how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

As a part of our exclusive AI Pathway, the Engineering club will support STEAM and Engineering students at Walker. Project Based Learning requires occasional purchasing of supplies and parts to benefit all Engineering and STEAM learning at Walker JHS.

Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization: The staff adviser will support and assist in any needs of the club.

Will this organization be raising funds for any purpose? ☐No ☐Yes

Describe how funds will be raised and for what purpose:

The undersigned agrees to comply with all applicable district policies, guidelines, and rules, as adopted and amended:

Signature of the student making the application:	[signature]
The printed name of the student making the application:	Hirvi Patel
Signature of faculty sponsor:	[signature]
The printed name of faculty sponsor:	Shinichi Takehara

Faculty sponsor: I have reviewed this application and

☒the application is complete ☐the Constitution/By-Laws are attached ☐the application is not complete

Signature of School Principal: [signature] **Jennifer Sasai** **Date:** 1/22/25

Signature of Assistant Superintendent of Education: [signature] **Dr. Jaron Fried** **Date:** 2/26/25

Education Office Use Only:

Board of Trustees action:	☐Approved	☐Denied	Date:

EXHIBIT E

Anaheim Union High School District / Education Division

Application for curriculum-related Student Organizations

CLICK AND ENTER DATA

Name of Organization: Math Club

School: Walker Junior High School

Name(s) of student(s) making application: Andrew Stewart

Staff Sponsor(s): Kelley Kerr

List purposes, objectives, and activities of the organization (attach a copy of Constitution and By-Laws)

To allocate student funds to promote math learning and development. The Math Club will advise and lead to ensure all Walker students have access to the tools, supplies and resources necessary through the Math Club budget. The Math Club will maintain a budget and hold monthly meetings to ensure math equity, progress and success.

Proposed meetings:

Day(s):	Once/month	Time(s):	lunch	Location:	Walker

Special equipment? ☐No ☐Yes – Describe:

Qualifications for membership, if any: Must be a Walker JHS student

How are officers elected? Through voting/election

Term? One year

State relationship to curriculum and/or instructional program of the district, and describe how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

To enhance the learning of math standards and curriculum.

Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:

To support student choice and voice.

Will this organization be raising funds for any purpose? ☐No ☐Yes

Describe how funds will be raised and for what purpose:

No

The undersigned agrees to comply with all applicable district policies, guidelines, and rules, as adopted and amended:

Signature of the student making the application:	
The printed name of the student making the application:	Andrew Stewart
Signature of faculty sponsor:	
The printed name of faculty sponsor:	Kelley Kerr

Faculty sponsor: I have reviewed this application and

☐the application is complete ☐the Constitution/By-Laws are attached ☐the application is not complete

Application is complete

Signature of School Principal: Jennifer Sasai **Date:** 1/22/2025

Jennifer Sasai

Signature of Assistant Superintendent of Education: **Date:** 2/20/25

Dr. Jaron Fried

Education Office Use Only:

Board of Trustees action:	☐Approved	☐Denied	Date:	

Submit completed form to the Assistant Superintendent of Education (mail location #15).

AUHSD

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

RESOLUTION NO. 2024/25-B-13

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted.

WHEREAS, the Board of Trustees of the Anaheim Union High School District determined that income for the District in the amount required to finance the total budget, expenditures and transfers for the current fiscal year from sources listed in California Education Code Sections 42602/42610; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District can show just cause for adjustments to income and expenses per attached schedule of adjustments.

NOW, BE IT FURTHER RESOLVED, that the Board of Trustees approves the adjustments to fund balance per attached schedule of adjustments.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

RESOLUTION NO. 2024/25-B-13

March 6, 2025

Schedule of Adjustments

Budgetary Account Number	Income Source		Amount
8010-8099	Local Control/Property Tax	$	1,776,785.00
8100-8299	Federal Revenues	$	268,548.00
8300-8599	Other State Revenues	$	2,964,373.00
8600-8799	Other Local Revenues	$	3,050,775.00
8930-8979	Other Sources/Uses		-
	Increase (Decrease) to Revenue	$	8,060,481.00
	Expenditure		
1000-1999	Certificated Salaries	$	543,811.00
2000-2999	Classified Salaries	$	819,081.00
3000-3999	Employee Benefits	$	646,917.00
4000-4999	Books and Supplies	$	(12,093,246.00)
5000-5999	Services, Other Operating	$	1,434,501.00
6000-6999	Capital Outlay	$	32,655.00
7100-7499	Other Outgo	$	1,524,439.00
7600-7629	Transfers In/Out		-
	Increase (Decrease) to Expenditures	$	(7,091,842.00)
	Fund Balance Accounts		
9712	Nonspendable Stores	$	-
9713	Prepaid Expenditures		-
9740	Restricted	$	3,799,031.00
9760	Other Commitments	$	(212,756.00)
9780	Other Assignments		
9789	Reserve for Economic Uncertainties	$	(212,756.00)
9790	Unappropriated Fund Balance		11,778,804.00
	Beginning Fund Balance Adjustment		-
	Increase (Decrease) to Fund Balance	$	15,152,323.00

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (VARIOUS FUNDS)

RESOLUTION NO. 2024/25-B-14

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted.

WHEREAS, the Board of Trustees of the Anaheim Union High School District determined that income for the district in the amount required to finance the total budget, expenditures, and transfers for the current year from sources listed in California Education Code Sections 42602/42610; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District can show just cause for adjustments to income and expenses per attached schedule of adjustments.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees approves the adjustments to fund balance per attached schedule of adjustments.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (VARIOUS FUNDS)

RESOLUTION NO. 2024/25-B-14

March 6, 2025

Schedule of Adjustments

Object Code and Description	DEFERRED MAINT FUND	CAPITAL FACILITIES FUND	CAPITAL FACILITIES AGENCY RDA
	FUND DESCRIPTION		
8000 - ALL REVENUE SOURCES	$ 125,000.00	$ 625,861.00	$ (1,050,000.00)
1000 - CERTIFICATED SALARIES	-	-	-
2000 - CLASSIFIED SALARIES	-	-	-
3000 - EMPLOYEE BENEFITS	-	-	-
4000 - BOOKS AND SUPPLIES	-	-	-
5000 - SVCS & OTHER OPER EXP	(1,871,560.00)	58,977.00	-
6000 - CAPITAL OUTLAY	4,801,507.00	2,718.00	-
7000 - OTHER OUTGO	-	-	-
INCREASE (DECREASE) TO EXPENDITURES	2,929,947.00	61,695.00	-
FUND BALANCE INCREASE (DECREASE)	$ (2,804,947.00)	$ 564,166.00	$ (1,050,000.00)

EXHIBIT H
2024-25 Second Interim Report, is included as a separate attachment.

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

AUTHORIZING PARTICIPATION IN THE ZERO EMISSION SCHOOL BUS AND INFRASTRUCTURE (ZESBI) INCENTIVE PROJECT

RESOLUTION NO. 2024/25-B-15

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted.

WHEREAS, on March 6, 2025, the Board of Trustees of the Anaheim Union High School District met in regular session; and

WHEREAS, Proposition 98 provides funding for K-12 education and community colleges; and

WHEREAS, Senate Bill 114 allocates Proposition 98 funds to the California Air Resources Board (CARB) and the California Energy Commission (CEC) to fund grants to local educational agencies for zero- emission school buses and supporting infrastructure; and

WHEREAS, with these funds CARB and CEC created the ZESBI incentive project; and

WHEREAS, CALSTART has been selected to administer ZESBI on behalf of CARB and CEC; and

WHEREAS, CALSTART requires the submission of information, on standardized forms (application forms), to determine eligibility and to prioritize projects; and

WHEREAS, if selected to receive funding, in order to participate in ZESBI, the grantee is required to enter into a grant agreement with CALSTART wherein the fulfillment of terms and conditions is required in order to receive the funding.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Anaheim Union High School District authorizes the submission of applications for ZESBI; and

BE IT FURTHER RESOLVED, that if selected for funding, the Assistant Superintendent, Business or Designee, is authorized to enter into a binding grant agreement on behalf of the school district and to act, as needed, to ensure the terms are satisfied.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Anaheim Union High School District this 6th day of March, by the following 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, 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 the 6th day of March, and passed by a roll call vote of the members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees
Anaheim Union High School District

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE ALLOCATION BOARD ADMINISTERED PROGRAMS FOR THE ANAHEIM UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 2024/25-F-03

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted.

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Anaheim Union High School District intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the Anaheim Union High School District intends to file applications for eligibility determination and/or applications for funding under the School Facility Program (SFP) as provided in Section 17070.10, et seq., of the Education Code; and

WHEREAS, the Anaheim Union High School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code; and

WHEREAS, the Anaheim Union High School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code.

NOW, THEREFORE, BE IT RESOLVED, as a condition of participating in the SFP, as administered by the SAB, the Anaheim Union High School District shall submit to the DGS a five-year school facilities master plan, or updated five-year school facilities master plan, approved by the Board of Trustees of the Anaheim Union High School District for all application submittals on or after October 31, 2024; and

NOW, THEREFORE, BE IT RESOLVED, the Anaheim Union High School District, as a condition of SFP participation, shall submit the required five-year school facilities master plan within 90 days of the Office of Public School Construction notification of processing the application; and

BE IT FURTHER RESOLVED, the Anaheim Union High School District acknowledges that failure to submit an acceptable five-year school facilities master plan may result in rescission of project funding.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on March 06, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

AUTISM AWARENESS MONTH

RESOLUTION NO. 2024/25-E-20

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, autism is a complex neurobiological disorder that typically lasts throughout a person's lifetime. It is part of a group of disorders known as autism spectrum disorders (ASD), autism impairs a person's ability to communicate and relate to others; and

WHEREAS, an ASD begins before the age of 3 and lasts throughout a person's life, ASDs occur in all racial, ethnic, and socioeconomic groups and are four times more likely to occur in boys than in girls; and

WHEREAS, autism symptoms can range from very mild to quite severe; parents are usually the first to notice unusual behaviors in their child or their child's failure to reach appropriate developmental milestones. Scientists think that both genes and the environment play a role, and there might be many causes that lead to ASDs; and

WHEREAS, currently, there are no effective means to prevent autism, no fully effective treatments, and no cure. Research indicates, however, that early intervention in an appropriate educational setting for at least two years during the preschool years can result in significant improvements for many young children with autism spectrum disorders.

NOW, THEREFORE, BE IT RESOLVED; that the Anaheim Union High School District Board of Trustees does hereby support and designate April 2025 as Autism Awareness Month.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

CESAR CHAVEZ DAY

RESOLUTION NO. 2024/25-E-21

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the rights and benefits working Americans enjoy today were not easily gained; they had to be won; and

WHEREAS, it took generations of courageous men and women, fighting to secure decent working conditions, organizing to demand fair pay, and sometimes risking their lives; and

WHEREAS, some, like Cesar Estrada Chavez, made it the cause of their lives; and

WHEREAS, Cesar Chavez spent his youth moving across the American Southwest, working in fields and vineyards, and experiencing firsthand the hardships he would later crusade to abolish; and

WHEREAS, at the time, farmworkers were deeply impoverished and frequently exploited, exposed to very hazardous working conditions; and

WHEREAS, after serving in the U. S. Navy, Cesar Chavez became a community organizer and began his lifelong campaign for civil rights and social justice; and

WHEREAS, applying the principles of nonviolence, he led workers in marches, strikes, and boycotts, focusing our Nation’s attention on their plight and using the power of picket lines to win union contracts; and

WHEREAS, few Americans have led this charge so tirelessly and for so many.

NOW, THEREFORE, BE IT RESOLVED that the Anaheim Union High School District Board of Trustees proudly celebrates Cesar Chavez's legacy and the progress achieved by all who stood alongside him by observing March 31, 2025, as Cesar Chavez Day.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

NATIONAL CHILD ABUSE PREVENTION MONTH

RESOLUTION NO. 2024/25-E-22

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the Anaheim Union High School District and other local organizations acknowledge April 2025 as national Child Abuse Prevention Month; and

WHEREAS, in 2001, the United States reported spending $258 million dollars each day as a direct or indirect result of the abuse and neglect of the Nation's children; and

WHEREAS, by calling attention to the need for public education and community services to help prevent child abuse and neglect, these groups hope to reduce the impact to children and families; and

WHEREAS, the future of our community depends on promoting policies and services that support healthy childhood development and strengthen families; and

WHEREAS, everyone in the community should become more aware of child abuse prevention and consider helping parents raise their children in a safe, nurturing environment; and

WHEREAS, the prevention of child abuse and neglect represents a worthy commitment to our children's future:

NOW, THEREFORE, BE IT RESOLVED that the Anaheim Union High School District Board of Trustees proudly joins in the National Child Abuse Prevention Month, April 2025, to support the needs of children in our community as our most precious resource.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

ARAB AMERICAN HERITAGE MONTH

RESOLUTION NO. 2024/25-E-23

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, on March 22, 2018, Senate Concurrent Resolution 123 was introduced in the California Legislature seeking bicameral support for designating April as Arab American Heritage Month; and

WHEREAS, the Anaheim Union High School District (District) has seen a significant increase in Arab student enrollment and has recognized the contributions of Arab American students, families, and community members; and

WHEREAS, in the 2017-18 school year, the District created an Arabic language course at Western High School, which the District intends to expand to other schools; and

WHEREAS, for over a century, Arab Americans have been making valuable contributions to virtually every aspect of American society, including medicine, law, business, technology, government, and culture; and

WHEREAS, since migrating to the United States, men and women of Arab descent have shared their rich culture and traditions with neighbors and friends, while also setting fine examples of model citizens and public servants; and

WHEREAS, Arab migrants to the United States brought with them their resilient family values, strong work ethic, dedication to education, and diversity in faith and creed that have added strength to our great democracy; and

WHEREAS, Arab Americans have also enriched our society by embracing the American spirit of opportunity that makes our nation free and prosperous; and

WHEREAS, the history of Arab Americans in American life often remains neglected or defaced by misunderstanding, bigotry, and anti-Arab hate in the form of crimes and speech; and

WHEREAS, issues currently affecting Arab Americans, such as civil rights abuses, harmful stereotyping, harassment, and bullying, must be combated in the forms of education and awareness; and

WHEREAS, Arab Americans join all Americans in the desire to see a peaceful and diverse society, where every individual is treated equally and feels safe; and

WHEREAS, the immense contributions and heritage of Arab Americans have helped us build a better nation;

NOW, THEREFORE BE IT RESOLVED, that the Anaheim Union High School District celebrates the countless contributions that Arab Americans have made to American society and the State of California, and that the Board of Trustees of the Anaheim Union High School District hereby proclaims the month of April 2025 to be Arab American Heritage Month.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on March 6, 2025, 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 6th day of March 2025, and passed by a roll call vote of all members present of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

TAKE DOWN TOBACCO DAY

RESOLUTION NO. 2024/25-E-24

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, Take Down Tobacco Day will be officially celebrated in every community in America one day each year on April 1st; and

WHEREAS, this year Take Down Tobacco Day is focuses on bringing awareness to tobacco companies aggressive marketing of deadly and addictive products while raking in billions of dollars in profits. This activity urges the Federal Drug Administration (FDA) to ban the sale of flavored tobacco products and their deadly appeal to youth; and

WHEREAS, tobacco, tobacco products, and nicotine use/abuse has continued to be at epidemic stages, particularly with new and emerging trends/products; and

WHEREAS, it is imperative that a united effort of community members launch visible tobacco, tobacco and nicotine prevention efforts to reduce the demand for tobacco products; and

WHEREAS, business, government, law enforcement, schools, religious institutions, service organizations, youth, medical, senior citizens, military, sports teams, and individuals will demonstrate their commitment to tobacco-free, healthy lifestyles by challenging people to stop using tobacco products and help people to learn about the many tools they can use to help them quit and stay quit on the Take Down Tobacco Day while bringing awareness to the issue of deceptive marketing of deadly and addictive tobacco products;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Anaheim Union High School District hereby supports April 1, 2025, as Take Down Tobacco Day in the District and encourages its teachers, administrators, classified employees, and all staff to use the date to stand up to the tobacco industry and join together at events highlighting the harm and deadly toll of tobacco use. Take Down Tobacco Day is a national day of activism that empowers youth to stand out, speak up, and seize control against Big Tobacco by raising awareness of the problem of tobacco use; encourage youth to reject the tobacco industry's deceptive aggressive marketing to deadly and addictive products; by staying or if using these products become tobacco-free; and urge elected officials to take action to protect kids from tobacco.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on March 6, 2025, 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 6th day of March 2025, and passed, by a roll call vote of all members present of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and Secretary,
Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

Compensation for Board Meeting

RESOLUTION NO. 2024/25-BOT-03

March 6, 2025

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the Board of Trustees of the Anaheim Union High the School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Katherine H. Smith did not attend the Board meeting on February 13, 2025, due to hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Anaheim Union High School District approves full compensation of the Board member for the month of February 2025.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on March 6, 2025, 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 6th day of March 2025, 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 6th day of March 2025.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the **6** day of **March, 2025**, between the Anaheim Union High School District ("District") and **Alliance Environmental & Compliance, Inc** ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from **October 1, 2024,** through **March 31, 2025, or the day after the last waste has been properly disposed of, whichever is first**.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

____ Signed Agreement
____ Insurance Certificate(s) and Endorsements (Section 10)
____ Criminal Background Investigation Certification(s) (Section 16)
____ W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of One Hundred and fifty four thousand five hundred and forty seven Dollars ($ 152,546.00) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts within thirty days (30) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☐ No **X** For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. Compliance With Laws, Rules, and Regulations. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

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

13. Safety and Security. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. Employment With Another Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No **X** Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. **Termination**. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability**. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District	**Contractor**
Anaheim Union High School District	**Alliance Environmental & Compliance, Inc.**
Attn: **Nancy Nien, Ph.D.**	Attn: **David Milligan**
Copy: **LeAnna Williams**	**PO Box 1028**
501 N. Crescent Way	**Murrieta, CA 92564**
Anaheim, CA 92801	**951.965.7000**
Phone: **714.999.3556**	**dave.aeci@gmail.com**
Email: **nien_n@auhsd.us**	

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date:_____

By: _____

Print Name: **Nancy Nien, Ph.D.**

Its: Assistant Superintendent, Business

Alliance Environmental & Compliance

Date: 02.04.2025

By _____

Print Name: **David Milligan**

Its: _____

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Contractor shall:

At the height of the COVID pandemic, the District received or purchased large quantities of hand sanitizer and other COVID related disinfectants, which sat in storage, and have since expired. Products containing alcohol are considered hazardous waste and are to be treated as such for purposes of disposal.

Alliance Environmental & Compliance is a qualified environmental vendor who will perform the following at each of the school sites and the district office:

- Inventory hand sanitizer and other COVID disinfectants (Products)
- Pack Products into appropriate disposal containers
- Label containers
- Properly label containers
- Prepare and complete manifest
- Provide manifest to district
- Provide necessary licensed Hazardous Waste Transporter to remove waste items
- Provide licensed Hazardous Waste Facilities to receive all Hazardous Waste removed

NOTICE TO CONTRACTORS REGARDING VALID CRIMINAL RECORDS SUMMARY (EDUCATION CODE SECTION 45125.1)

Education Code Section 45125.1 provides that any entity that has a contract with a local education agency (school district) shall ensure that any employee who interacts with students outside of the immediate supervision and control of the student's parent or guardian or a District/school employee has a valid criminal records summary resulting from submission of the employee's fingerprints in a manner authorized by the Department of Justice (DOJ).

The DOJ shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the DOJ.

The entity shall not permit an employee to come in contact with any student until the DOJ has ascertained that the employee has not been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code section 1192.7(c). The entity shall certify in writing to the governing board of the school district that none of its employees who may come in contact with any student have been convicted of a violent or serious felony.

CERTIFICATION BY CONTRACTOR

To the Board of Trustees of the Anaheim Union High School District:

I, _____, am the _____ of _____,
Name of Individual — Title — Name of Contractor

and I am authorized to execute this Certification on behalf of the Contractor.

1. I have carefully read and understand the Notice to Contractors Regarding a Valid Criminal Record Summary required under Education Code Section 45125.1.

2. Due to the nature of the services that will be provided to the District, Contractor's employees will or may have contact with students of the District outside of the immediate supervision and control of the student's parent or guardian or District employee.

3. I have obtained and reviewed the valid Criminal Records Summary of the following employees who will be performing services for the District:

_____	_____
_____	_____
_____	_____

If any subsequent/future employees will be performing services for the District, I will obtain and review the Valid Criminal Records Summary of these employees and submit an updated Certification to the District.

4. None of the employees who will be performing the services to the District have been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code Section 1192.7(c), and this determination was made by a fingerprint check through the Department of Justice.

I declare under penalty of perjury, under the laws of the State of California, that the foregoing is true and correct.

Executed at _____, California on _____.
Date

_____
Signature

_____
Typed or Printed Name

_____
Title

_____
Name of Contractor

_____
Address

_____
Telephone Number

ELECTRONIC SIGNALING DEVICES 8601

The Anaheim Union High School District acknowledges the importance of electronic communication between students and parents, particularly in schoolwide emergency situations. Further, the district recognizes that instructional time **and engagement** is precious and must be protected from unnecessary disruption.

Therefore, students shall be permitted to have, in their possession, an electronic signaling device on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee. **Devices are not to be used at junior high schools. Device use at high schools are limited to passing periods and lunch.** Such devices shall be **silenced and put away** and their use strictly prohibited on campus during the regular instructional school day except:

- ~~with permission of a school employee,~~
- In the case of an emergency, or in response to a perceived threat of danger affecting the school or community. ~~During an emergency affecting the school community, or~~
- upon direction from a licensed physician and surgeon if carrying such a device is essential to, and the use is limited specifically to, the health of the student.
- **required by the student's individualized education program (IEP) or 504 plan**

Electronic signaling devices include any device that operates through the transmission or receipt of radio waves, including but not limited to pagers, cellular telephones, **smart phones, smart watches, smart glasses, gaming devices, internet of things, hacking devices, wired and wireless headphones or other mobile communication devices,** and two-way radios. **The only permitted devices during the school day are school-issued (i.e, Chromebooks and laptops), one-to-one devices and / or bring your own devices (i.e, Chromebooks and laptops).** In permitting student possession of such devices, the district assumes no liability for the loss or damage of the device or its misuse by another person.

The regular school day is defined as the time between the beginning of school, or the first regularly scheduled class in the morning, through the end of school, or the end of the last regularly scheduled class of the day.

Electronic signaling devices shall not be used in any manner which infringes on the privacy rights of any other person. Students may not record audio, video, or take photographs of anyone without written permission on personal or district devices.

Schools may, at their option, designate any non-mandated school activity as an event where participation is conditioned upon cell phones being deactivated during the event.

Each year, the principal/designee must inform all students and parent/guardians of board policy and the ramifications of unauthorized use of electronic devices at school or at a school-related activity.

Any violation of board policy should be treated as a Class II infraction. Disciplinary procedures can range from warning, conference, confiscation, detention, alternatives to suspension or suspension. Each school may develop their own progressive discipline based on local school site decisions.

~~Electronic recording devices may be used in the classroom provided:~~

~~1. prior consent is received from the teacher and the principal (the consent is revocable by the teacher),~~

~~2. they operate quietly,~~

~~3. they do not obstruct the view or passage of others,~~

~~4. they operate on their own power,~~

~~5. they do not have distracting lights or distracting moving parts, and~~

~~6. they are used only for the recording of teacher presentations.~~

Legal References:
Education Code 48901.5 - Electronic Signaling Devices
Education Code 48901.7 - Policies Regarding Smart Phones
Education Code 51512 - Legislative Intent

Board of Trustees
April 24, 1975
Reviewed: January 20, 1987

Reviewed: January 16, 1990
Revised: August 1993
Revised: December 2002
References Reviewed: July 2003
Revised: TBD
E

The Board of Trustees recognizes that ~~by~~ engaging in courses of study in the arts~~,~~ **allows** students ~~learn~~ to develop initiative, discipline, perceptual abilities, and critical thinking skills that ~~provide~~ **are essential for** twenty-first century learning ~~necessary for jobs~~ and careers ~~in all areas of life~~. The Board ~~of Trustees~~ believes that access to a comprehensive arts education program is a~~n integral~~ **fundamental** part of the **whole child** education provided to **all** students in all grades.

The District's comprehensive arts program shall include a written, sequential, standards-based curriculum in dance, music, theatre, and visual arts. Students shall have opportunities to improve artistic skills, create and/or perform original works, acquire an appreciation of the arts from many eras and cultures, and develop an intellectual basis for making aesthetic judgments. **This program aligns with the Career Preparedness Systems Framework (CPSF), integrating technical and transferable skills, reinforcing the 5 Cs, embedding equitable decision-making, and encouraging student agency in all four Artistic Processes: Creating, Presenting, Responding, and Connecting.**

~~If funding becomes available, the Board of Trustees will support the selection of a qualified arts coordinator who will provide leadership, vision, planning, and resources for the District. The coordinator will work with an arts committee that will develop the comprehensive arts education program. The committee shall include representation from education, business, and arts communities.~~ **The Board of Trustees supports the role of Director of Arts Education, who is responsible for planning, implementing, supervising, coordinating, and evaluating arts education instruction across the District. The Director of Arts Education ensures the effective implementation of the California Arts Standards and Frameworks at all grade levels, manages the arts curriculum specialists, provides budgetary guidance and oversight of Proposition 28 funding, oversees professional learning opportunities, and assists in the development, implementation, and evaluation of curriculum and instruction in the arts on all campuses.**

The Board of Trustees supports collaborations with institutions of higher education, businesses, and community arts agencies **to provide enriched opportunities for student engagement and learning in the arts.**, ~~and~~ **The Board** is committed to providing the necessary time, staff, and financial resources in order to fulfill the District's part in these school-community partnerships.

The Board of Trustees acknowledges the importance of effective, high-quality, ongoing professional development in arts education. Certificated staff, administrators, and counselors will be provided opportunities to become knowledgeable about curriculum

developments in the arts and strategies for delivering a comprehensive, standards-based arts program to students. **This professional development will include both peer-led and consultant-based experiences and support teachers as artists as well as educators.**

Furthermore, the Board reaffirms the District's commitment to arts equity, ensuring that all students, regardless of background, culture, language, or place of residence, have the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education. This commitment includes providing culturally and linguistically responsive and relevant arts learning, and safeguarding every student's artistic and aesthetic development.

The Strategic Plan for Arts Education will guide the District in expanding arts education, promoting equity and inclusion, fostering community partnerships, enhancing arts infrastructure, and preparing students to be well-rounded individuals who can contribute meaningfully to society, approach life and learning with creativity, and embrace a lifelong appreciation for the arts.

Legal Reference:

Education Code

~~8810-8819.5 Arts education~~

~~8820-8830 Arts Work Visual and Performing Arts Education Program~~

8820-8822 The Arts and Music in Schools Funding Guarantee and Accountability Act

51204 Course of study designed for students' needs

51220 Course of Study, grades 7-12

51225.3 Graduation requirements

~~58800-58805 Specialized secondary programs~~

60605.13 California Assessment of Academic Achievement: Program Provisions

~~99200-99205 Subject matter projects~~

Board of Trustees
June 4, 2009
Revised: TBD

Anaheim Union High School District

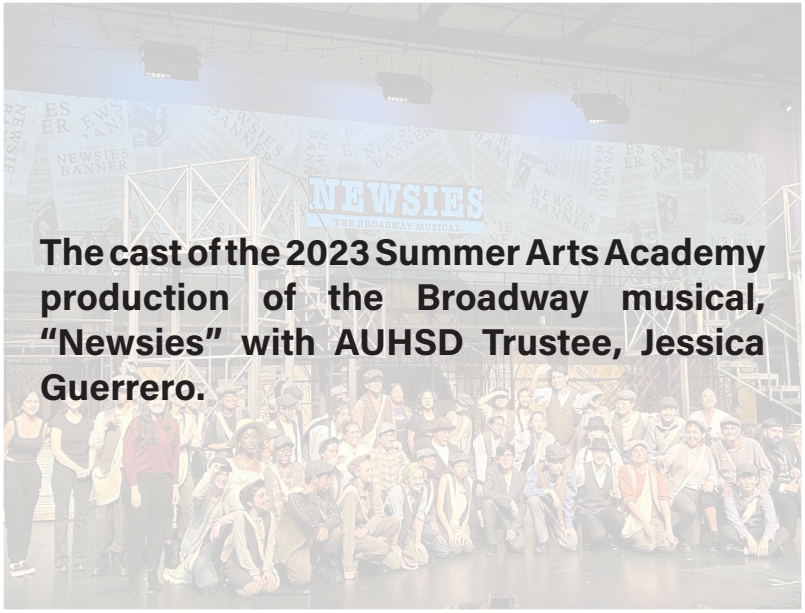
Strategic Plan for Arts Education

2025-2030

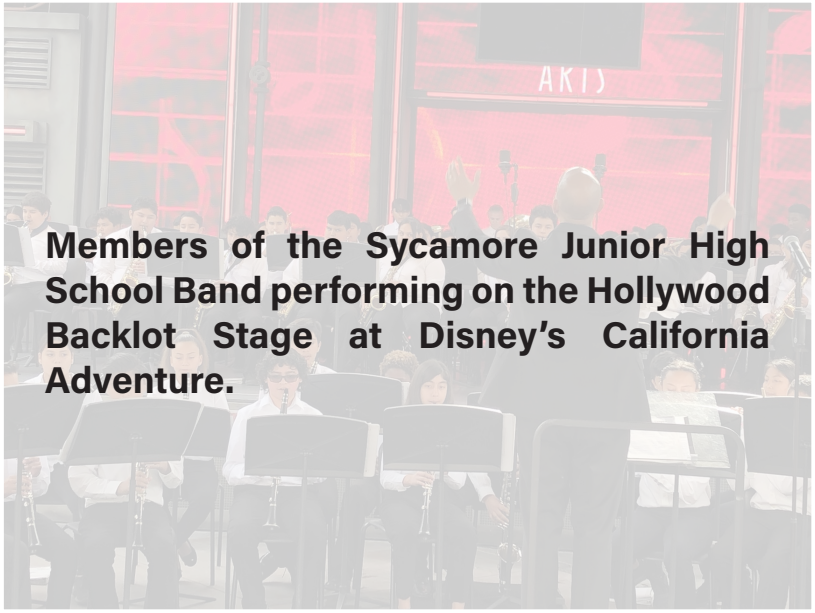
EXHIBIT T

AUHSD ARTS
UNLIMITED YOU

DRAFT
2/14/25

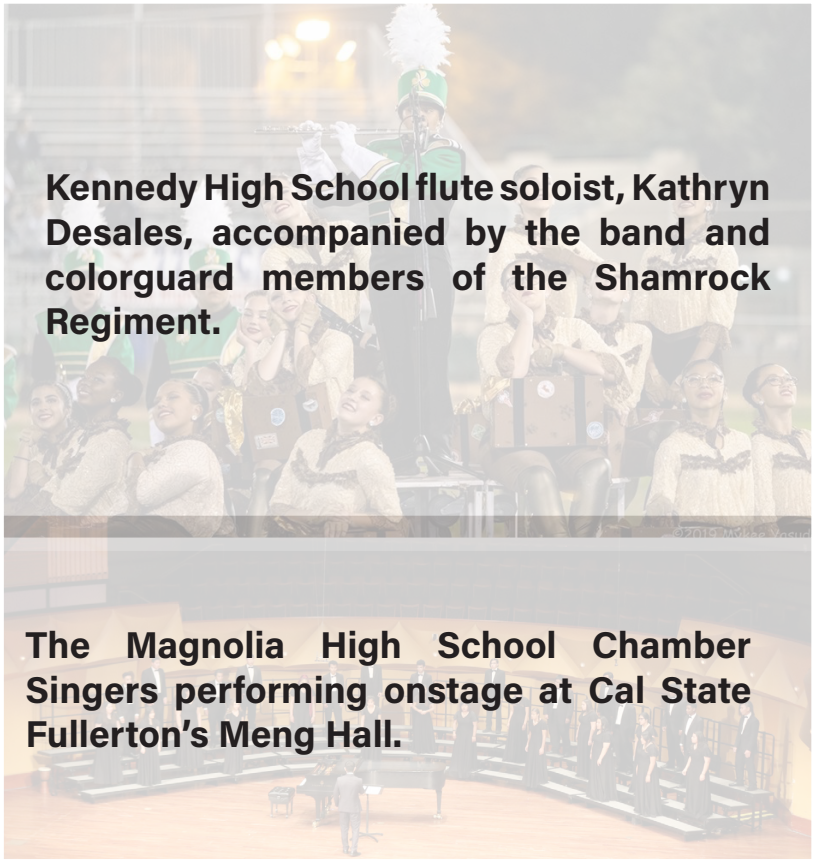


The cast of the 2023 Summer Arts Academy production of the Broadway musical, "Newsies" with AUHSD Trustee, Jessica Guerrero.



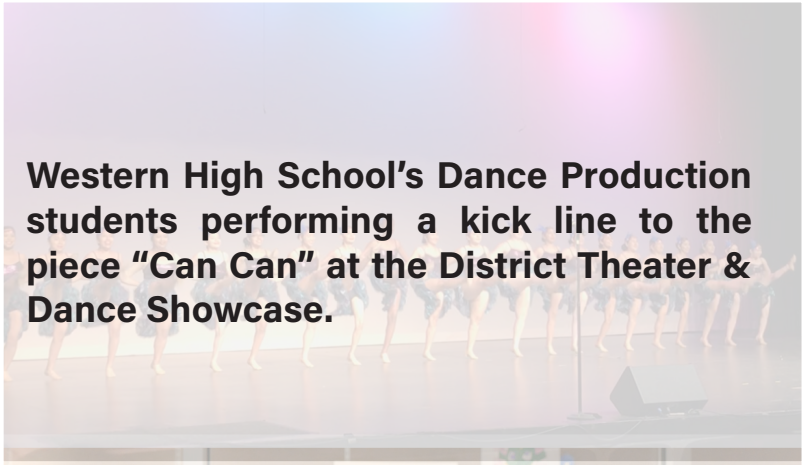
Members of the Sycamore Junior High School Band performing on the Hollywood Backlot Stage at Disney's California Adventure.

Captions from the Front Cover Images:



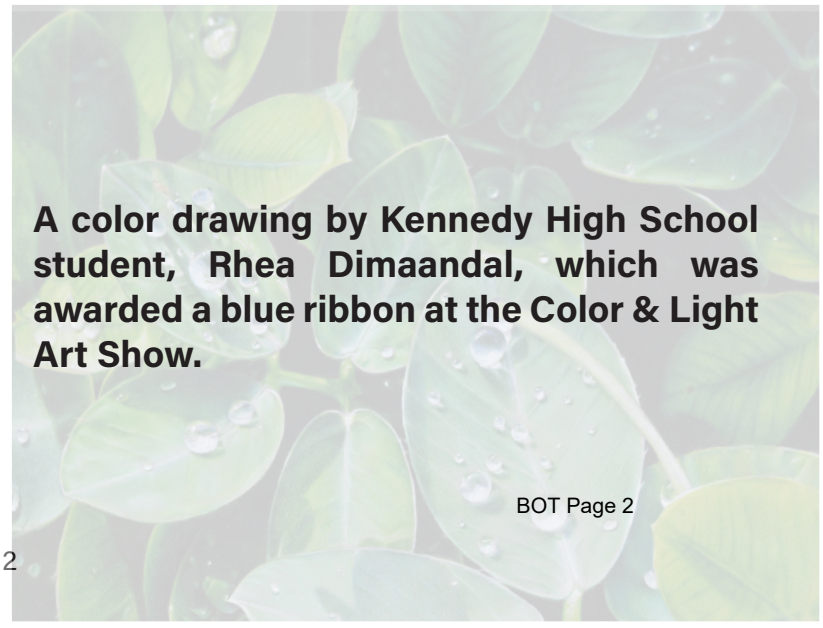
Kennedy High School flute soloist, Kathryn Desales, accompanied by the band and colorguard members of the Shamrock Regiment.

The Magnolia High School Chamber Singers performing onstage at Cal State Fullerton's Meng Hall.



Western High School's Dance Production students performing a kick line to the piece "Can Can" at the District Theater & Dance Showcase.

Magnolia High School art teacher, Vanessa Fogelquist, surveys the winning student artwork at the District Color & Light Art Show.



A color drawing by Kennedy High School student, Rhea Dimaandal, which was awarded a blue ribbon at the Color & Light Art Show.

DRAFT: 2/14/25

Anaheim Union High School District

Strategic Plan for Arts Education

2025-2030

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Strategic Plan

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Above: *Members of the All District High School Mass Band at the District Band Spectacular.*

Executive Summary

The **Strategic Arts Plan** for AUHSD is a bold and visionary roadmap designed to transform the lives of our students through the power of the arts. With this plan, we are setting the stage for a future where every student is empowered to express themselves creatively, think critically, and develop the skills needed to succeed in a rapidly evolving world.

At the heart of this plan is a commitment to **equitable access** for all students—regardless of their background or circumstances. By creating pathways in visual and performing arts, we are not only preparing students for careers in the dynamic creative industries but also providing them with the foundational skills—such as collaboration, problem-solving, and innovation—that they can draw on in any future endeavor. The arts are about more than just technique; they are a catalyst for **self-discovery**, **community engagement**, and **personal growth**.

This plan outlines three key focus areas—**Content, Infrastructure**, and **Sustainability**—with strategies aimed at improving curriculum alignment, expanding opportunities, and ensuring the long-term success of arts programs across the district. We are committed to providing **transformative experiences** that cultivate creativity, foster cultural appreciation, and promote student agency, while also building strong connections with the community.

As we move forward, this plan will guide us toward a future where AUHSD continues to be a leader in arts education, inspiring students to discover their full potential, contribute to their communities, and embrace the arts as a lifelong passion. Together, we are unleashing the creative brilliance of every student, preparing them to shape the world with their unique voices.

Position Statement on Arts Education

Above: *Dominick Bustamante and Emily Ambroise performing a selection from "Aladdin" during the Summer Arts Academy.*

The arts are not optional—they are essential. Arts education is a critical component of a well-rounded education, equipping students with the creative, cognitive, and technical skills needed to thrive in an ever-evolving world. It is not a luxury or an extracurricular add-on—it is a **fundamental right** that fosters innovation, builds community, and prepares students for success in both life and career.

Arts education integrates all elements of the Career Preparedness Systems Framework (CPSF). It encompasses a wide range of both **technical and transferable skills**, reinforces the **5 Cs**, embeds equitable decision-making, and encourages **student agency** in the four Artistic Processes: Creating, Presenting, Responding, and Connecting.

Arts courses provide **asset-based environments** where creativity is honed through self-expression in the visual and performing arts. Students' **cultural and life experiences** are affirmed through the pedagogy, materials, and performance and presentation experiences in the arts. Arts-rich environments also support students' well-being by promoting social-emotional learning (SEL), self-awareness, empathy, and resilience.

The arts build community. Collaborative experiences connect students from diverse backgrounds and abilities, fostering a sense of belonging and shared purpose. Sequential, standards-based arts learning empowers the next generation of **designers, creators, and performers** to be stewards of their local and global communities.

Robust arts programs cultivate environments where students are deeply **engaged**, **connected**, and **motivated** to excel. The arts inspire curiosity, creativity, and critical thinking—key drivers of academic achievement. Students involved in the arts develop essential skills such as problem-solving, adaptability, and leadership, preparing them to thrive in an ever-evolving workforce.

Below: *An Orangeview Junior High School tuba player getting ready for the Western High School Junior High Band Night .*

Arts education is especially powerful in fostering **equity** and **belonging**. It provides English learners with a shared language of expression, empowers students with disabilities through creative problem-solving, and offers foster youth and socioeconomically disadvantaged students a space to develop confidence, resilience, and a strong sense of identity. In the arts, **every student** is seen, valued, and given the tools to shape their future.

The arts prepare students for the future. California's $650 billion Creative Economy encompasses more than 2.7 million jobs, offering real **career pathways** for AUHSD students. Arts education equips students with highly refined technical skills while also developing their ability to **self-advocate, collaborate, and lead** in industries that value innovation and adaptability.

Creating art is a **deeply personal** experience—students draw upon their own understandings and resources to bring ideas to life. Arts education is more than learning a craft; it empowers students to embrace their individuality, find their voice, and share their unique perspectives with the world. In a society that often pushes conformity, **the arts give students the courage to be themselves.**

Superintendent's Message

MICHAEL B. MATSUDA
SUPERINTENDENT

Welcome to the Anaheim Union High School District Strategic Arts Plan!

Arts education lies at the core of shaping well-rounded students. It fosters creativity, ignites critical thinking, and nurtures emotional growth, equipping our students to thrive in a rapidly changing world. This plan is built around three key pillars—content, infrastructure, and sustainability—ensuring that every student has access to high-quality, equitable arts education throughout our District.

This comprehensive and bold vision for the future of arts education is grounded in our unwavering commitment to creativity, student agency, and cultural relevance. Developed through the collaborative efforts of over 40 arts educators, administrators, students, parents, and community leaders, this plan serves as our roadmap to ensuring that every AUHSD student receives a rich, standards-based arts education.

The AUHSD Strategic Arts Plan is about more than just expanding access to the arts—it's about weaving the arts deeply into our students' educational experiences. This approach directly aligns with the district's instructional emphasis on the 5Cs: Creativity, Collaboration, Critical Thinking, Communication, and Character.

Above: *Anaheim High School's Dance Production students performing at the District Theater and Dance Showcase*

Through this plan, we are committed to creating an inclusive environment where these essential skills flourish, ensuring that arts education is not a privilege for a few, but a right for every student. We believe the arts play a crucial role in preparing well-rounded, future-ready graduates.

This plan additionally reflects our core values of equity, inclusion, and student empowerment. It aligns with our District's mission to prepare every student for college, career, and life by connecting them to experiences that resonate with their identities and aspirations. As we move forward, we will strengthen partnerships with community organizations, provide meaningful professional development for our educators, and invest in the infrastructure needed to support arts learning on all of our campuses.

I invite you to join us as we bring this transformative vision for arts education to life. Together, we will ensure that our students grow not just as learners, but as creators, thinkers, and leaders ready to make a lasting impact in our ever-evolving world.

Michael Matsuda

Michael Matsuda
Superintendent

Process

Above: *A 2D Mixed Media work by Western HS student Christopher Zazueta which won 1st place at the Color & Light Show.*

In 2023, the Anaheim Union High School District embarked on a ground-breaking journey as one of the first districts in Orange County to develop a comprehensive strategic plan for arts education.

A diverse team of over 40 individuals, including arts teachers, school and district administrators, Board of Trustees members, students, parents, and community leaders, gathered under the leadership of Director of Arts Education, Brian Belski. Their mission was to create a bold and inspirational plan to expand and support arts education across the District.

Building upon the District's original 2016 Arts Plan and utilizing strategic planning guides and tools provided by Create California, our statewide arts education advocacy and policy organization, the group was encouraged to dream big. They envisioned providing all students with rich experiences in the arts as an integral part of their educational pathway.

Over the next several months, the team met in small focus groups and as a whole to identify priorities and develop actionable plans.

Ultimately, the entire group convened to finalize the mission, vision, and detailed plans for each priority area. The three focus areas of Content, Infrastructure, and Sustainability outlined in this plan form the core of the Anaheim Union High School District's Strategic Arts Plan, underscoring our commitment to fostering creativity, artistic expression, and cultural appreciation among our students.

By weaving arts education into the core curriculum, offering targeted professional development for educators, championing equity and inclusion, nurturing community partnerships, and enhancing our arts infrastructure, we aim to create a dynamic environment where every student can excel in the arts and beyond.

This forward-thinking plan will transform the educational experiences of future generations, helping them become well-rounded individuals who contribute meaningfully to society, embrace creativity in all aspects of life, and develop a lifelong appreciation for the arts.

Arts Plan Revisioning Team

NAME	SITE	ROLE
Lori Aguirre	Multiple Sites	Parent and Community Leader
Gisele Amezcua	Cypress HS	Student: Pageantry Captain, and AP Studio Art student
Camila Argueta Roldan	Anaheim HS	Student: Technical Theater Lead, and Stage Manager
Brian Belski	District Office	Director, Arts Education
Amanda Bean	District Office	Director, Career Preparedness Systems Framework
Cortnee Brush	Walker JHS	Art Teacher
Joe Carmona	District Office	Controller
Koryna Castañeda	Western HS	Student: Dance Team Captain
Jacqueline Cisneros	Anaheim HS	Vocal Music Teacher
Scott Domingues	Loara HS	Instrumental Music Teacher and VAPA Department Chair
Kerri Fenton	Cypress HS	Dance Teacher
Scott Fitzpatrick	OCDE	Orange County VAPA Coordinator
Alan Garcia	Magnolia HS	Vocal Music Teacher
Oscar Gonzalez	Anaheim HS	Dance Teacher
Poppy Hill-Bonales	Ball JHS	Principal
Brian Hogan	Oxford Academy	Vocal Music Teacher
Gavin Hoganson	Kennedy HS	Student: Band, Drumline, and Summer Arts Academy
John Hoganson	Kennedy HS	Theatre Teacher
Ruby Jimenez	Anaheim HS	Student: Dance Production Captain
Chris Johnson	Cypress HS	Photography Teacher
Hollie Jones	Cypress HS	Vocal Music Teacher
Jayna Jones	Sycamore JHS	Vocal Music Teacher
Deanna Miner	Oxford Academy	Instrumental Music Teacher and VAPA Department Chair
Melinda Moen	Western HS	Art Teacher and VAPA Department Chair
Vanessa Montgomery	Brookhurst JHS	Theatre Teacher
Marisol Morales	Brookhurst JHS	Instrumental Music Teacher and VAPA Department Chair
Naydeline Parra	Anaheim HS	Student: Dance Production Captain
Dr. Joshua Parsons	Kennedy HS	Instrumental Music Teacher and VAPA Department Chair
Fernando Peñaloza	Savanna HS	Instrumental Music Teacher and VAPA Department Chair
Anna Piercy	District Office	Member, AUHSD Board of Trustees
MIke Pooley	Savanna HS	Principal
Annemarie Randle-Trejo	District Office	Clerk, AUHSD Board of Trustees
Emily Rebolledo	Anaheim HS	Student: Theatre President
David Rigsby	Dale JHS	Vocal Music Teacher
Robert Saldivar	District Office	Executive Director, Educational Services
Angela Stecher	Katella HS	Art Teacher and VAPA Department Chair
Marianne Stewart	Cypress HS	Theatre Teacher
Eve Sullivan	Lexington JHS	Art Teacher
Melissa Van Vooren	Walker JHS	Theatre Teacher
Jordan Vu	Cypress HS	Student: Band President, and Drum Major
Nate Wilson	Ball JHS	Instrumental Music Teacher
Kailey Yoon	Kennedy HS	Student: Band President
Shanin Ziemer	Multiple Sites	Create CA Arts Now Coordinator and Parent

Arts Equity Resolution

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

ARTS EQUITY DISTRICT

RESOLUTION NO. 2016/17-E-20

May 9, 2017

On the motion of Trustee Jabbar and duly seconded, the following resolution was adopted:

WHEREAS, the Anaheim Union High School District Board of Trustees acknowledges that arts learning, which includes dance, music, theatre, and visual and media arts, is an essential part of a comprehensive education for all students, in grades seven through twelve, to prepare them for college, career, and life; and

WHEREAS, arts learning promotes critical thinking and problem-solving skills, supports overall academic achievement, and nurtures skills that help all students in the Anaheim Union High School District succeed in school and in life; and

WHEREAS, the Anaheim Union High School District Board of Trustees recognizes that particular groups of students experience significant barriers to access, participation, and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system; and

WHEREAS, we do adopt this declaration as follows:

Declaration of Rights of All Students to Equity in Arts Learning

The right to equitable access to free, coherent, and sequential standards-based arts learning that is part of the core curriculum in grades seven through twelve, and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location, or legal status.

Every student in the Anaheim Union High School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language, or place of residence.

The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to, and success in, powerful and coherent arts learning in grades seven through twelve.

All students have the same right to fully develop their creative potential at every grade-level and to not be excluded for any reason.

The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English learners, students of color, foster youth, homeless youth, low-income students, migrant students, and students with disabilities.

All students have the right to engage in arts education that reflects, respects, and builds on their culture, language, and background.

The right to arts learning programs in every school, District, and community that are funded and supported with the necessary resources, including qualified administrators, teachers, and other staff, adequate materials, and appropriate facilities to support powerful culturally and linguistically responsive arts learning.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual and media arts, including the right supplies and facilities, and especially qualified teachers and curriculum that honor all cultures and languages.
The right to educators, leaders, parents, and community members who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families, communities, the nation, and global society.

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career, and life.

The right to be brought-up in school and community environments that value and protect the arts and equity as essential to the full development of every student, and that demonstrate those values/beliefs in their public policies and practices.

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.

NOW, THEREFORE, BE IT RESOLVED that the Anaheim Union High School District Board of Trustees recognizes the powerful impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Anaheim Union High School District Board of Trustees adopts this Declaration and commits to taking the following actions:

- Post the Arts Equity District badge on the District's website and social media channels.
- Ask all staff members to encourage students to participate in visual and performing arts courses that will help promote academic achievement, express creativity, and support social development.
- Review our District's arts enrollment data to analyze and understand where we currently stand, and then report the findings at a future Board meeting.
- Use findings of the data analysis to refine the District's strategic arts plan, in an effort to help the District achieve and fulfill the Declaration of the Rights of All Students to Equity in Arts Learning.
- Dedicate appropriate resources, such as utilizing academic materials that align with state standards, and providing suitable facilities that allow all students the opportunity to participate in visual and performing arts learning.
- Promote arts learning that honors all cultures and languages by developing staff capacities, identifying community resources, and creating opportunities for students to contribute to the design of their learning.

Roll Call Vote:
Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Pearcy.
Noes: none Abstentions: none

Board Policy 7605, Arts Education

The Board of Trustees recognizes that engaging in courses of study in the arts allows students to develop initiative, discipline, perceptual abilities, and critical thinking skills that are essential for twenty-first century learning and careers. The Board believes that access to a comprehensive arts education program is a fundamental part of the whole child education provided to all students in all grades.

The District's comprehensive arts program shall include a written, sequential, standards-based curriculum in dance, music, theatre, and visual arts. Students shall have opportunities to improve artistic skills, create and/or perform original works, acquire an appreciation of the arts from many eras and cultures, and develop an intellectual basis for making aesthetic judgments. This program aligns with the Career Preparedness Systems Framework (CPSF), integrating technical and transferable skills, reinforcing the 5 Cs, embedding equitable decision-making, and encouraging student agency in all four Artistic Processes: Creating, Presenting, Responding, and Connecting.

The Board of Trustees supports the role of the Director of Arts Education, who is responsible for planning, implementing, supervising, coordinating, and evaluating arts education instruction across the District. The Director of Arts Education ensures the effective implementation of the California Arts Standards and Frameworks at all grade levels, manages the arts curriculum specialists, provides budgetary guidance and oversight of Proposition 28 funding, oversees professional learning opportunities, and assists in the development, implementation, and evaluation of curriculum and instruction in the arts on all campuses.

The Board of Trustees supports collaborations with institutions of higher education, businesses, and community arts agencies to provide enriched opportunities for student engagement and learning in the arts. The Board is committed to providing the necessary time, staff, and financial resources in order to fulfill the District's part in these school-community partnerships.

The Board of Trustees acknowledges the importance of effective, high-quality, ongoing professional development in arts education. Certificated staff, administrators, and

counselors will be provided opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive, standards-based arts program to students. This professional development will include both peer-led and consultant-based experiences and support teachers as artists as well as educators.

Furthermore, the Board reaffirms the District's commitment to arts equity, ensuring that all students, regardless of background, culture, language, or place of residence, have the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education. This commitment includes providing culturally and linguistically responsive and relevant arts learning, and safeguarding every student's artistic and aesthetic development.

The Strategic Plan for Arts Education will guide the District in integrating arts education into the core curriculum, promoting equity and inclusion, fostering community partnerships, enhancing arts infrastructure, and preparing students to be well-rounded individuals who can contribute meaningfully to society, approach life and learning with creativity, and embrace a lifelong appreciation for the arts.

Legal Reference:

Education Code

8820-8822	The Arts and Music in Schools Funding Guarantee and Accountability Act
51204	Course of study designed for students' needs
51220	Course of Study, grades 7-12
51225.3	Graduation requirements
60605.13	California Assessment of Academic Achievement: Program Provisions

Board of Trustees
June 4, 2009
Revised: March 6, 2025 *(projected)*

Strategic Arts Plan
Vision and Mission

VISION:

We envision an arts program where every AUHSD student discovers their unique creative voice, fostering creative minds and unleashing artistic brilliance in a connected, inclusive community. Through collaboration, arts learning nurtures future designers, creators, and performers, empowering students as stewards of their local and global communities. Focused on equity, career readiness, and student agency, our program cultivates the self-expression and collaborative skills essential for success in life and the creative industries.

MISSION:

AUHSD's Arts Education programs empower students to develop creativity, communication, and cultural awareness through comprehensive, standards-based visual and performing arts learning. We provide environments where students engage in Creating, Presenting, Responding, and Connecting, while building technical and transferable skills. By integrating the Career Preparedness Systems Framework, arts education prepares students for careers in California's Creative Economy and affirms their cultural experiences.

Above: *The Lexington Junior High School Choir performing at the District Choir Festival*

Above: *(L to R) Students Ella Bautista, Shay Tiettmeyer, Jianna Igama, and Ethan Troung perform in the 2024 Summer Arts Academy production of "The Wizard of Oz."*

Plan Goals and Objectives

GOALS:

1. Enhance the curriculum to reflect community needs, emerging technologies, and student voice and to prepare students for careers in the creative economy.
2. Improve infrastructure to support instruction in, and access to, arts education.
3. Ensure sustainability through student voice, community engagement, and adequate funding.

OBJECTIVES:

1. Increase student and teacher connections through ongoing activities.
2. Incorporate professional artists into the curriculum.
3. Expand college and career pathways in the arts.
4. Provide arts-specific professional learning for educators.
5. Improve staffing, scheduling, and facilities, so all students have access to high quality experiences in all arts disciplines.
6. Promote student voice and community engagement.
7. Ensure sustainable funding for arts education.

Strategic Arts Plan Structure

Focus Area 1: Content

Curriculum Development & Alignment

College and Career Pathways

Professional Learning

Focus Area 2: Infrastructure

Course Access

Staffing and Scheduling

Facilities and Equipment

Focus Area 3: Sustainability

Student Voice and Agency

Community and Civic Engagement

Program Funding

Focus Area 1: Content

Strand 1:
Curriculum Development and Alignment

Focus Statement:

Arts education will engage students through the four Artistic Processes: Creating, Presenting, Responding, and Connecting. The curriculum will promote cultural relevance and align with standards that prepare students for both creative industry careers and transferable skills applicable in various fields. Through collaboration and active learning, students will enhance their communication, self-expression, and critical thinking abilities, ensuring a meaningful and engaging arts experience.

Strategies and Actions:

Strategy 1: **Evaluate and align arts curriculum across all schools and grade levels.**		
Action: Teachers across the district will collaborate to review, evaluate, and align arts curriculum to ensure consistency, rigor, and relevance. This will be an ongoing process, supported by the (informal classroom observations) development and refinement of Performance Task Assessments (PTAs) that serve as benchmarks for student achievement and skills in the arts.	**Action Team:** ▪ Teachers ▪ Arts Curriculum Specialists ▪ Director of Arts Education	**Progress Monitoring:** ▪ Informal site visits and classroom observations ▪ PLC meetings are directed toward best practices in each curriculum area. ▪ Assessing the quality of PTAs developed and refined each year, with feedback from teachers and students. ▪ Assist teachers in aligning curriculum within each curricular area. ▪ Survey students in Q4 to assess in-classroom experiences.

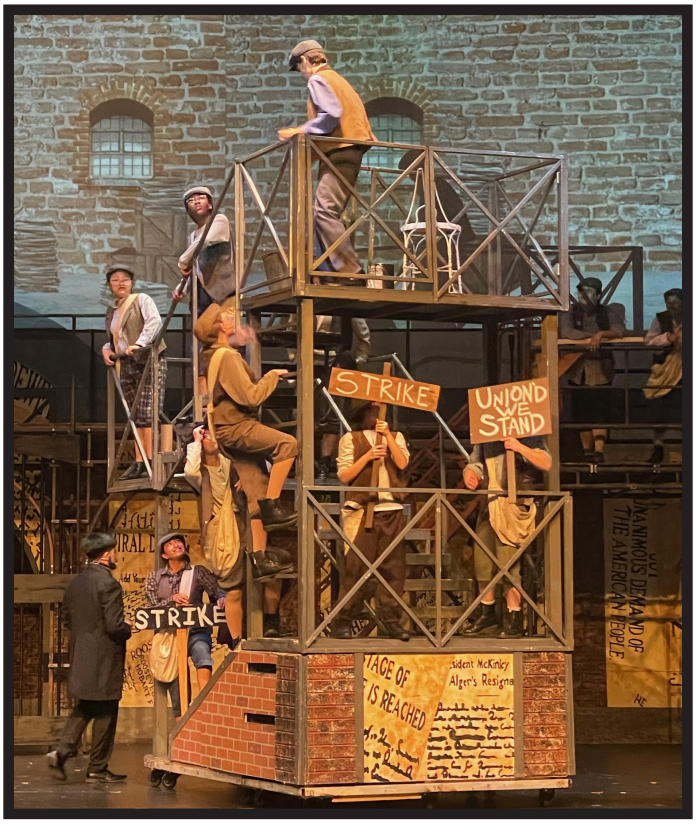
Focus Area 1: CONTENT
Strand 1: Curriculum Development and Alignment

Strategy 2: **Develop a comprehensive and cohesive arts curriculum.**		
Action: Curriculum alignment will prioritize teacher collaboration ensuring that lessons are vertically articulated and standards-based. Teachers will work together to embed culturally responsive content, Social-Emotional Learning (SEL) standards, emerging technologies such as Artificial Intelligence (AI), and connections to career pathways into the curriculum.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Career & Technical Education (CTE) leaders	**Progress Monitoring:** ▪ Opportunities are created for teacher collaboration on curriculum alignment. ▪ Provide teacher training related to culturally responsive content, SEL standards, emerging technologies, and career pathways in the arts. ▪ Conduct teacher surveys to evaluate the effectiveness of curriculum articulation and inclusivity of content.

Strategy 3: **Support teachers and district arts events through use of curriculum specialists and targeted resources.**		
Action: Arts Curriculum Specialists will lead and support teacher collaboration. Their roles will focus on guiding discussions, offering resources, and providing strategic input to enhance teacher-led curriculum development. Additionally, they will assist in coordinating district-wide arts events.	**Action Team:** ▪ Director of Arts Education ▪ Education Division leadership ▪ Cabinet ▪ Certificated Human Resources personnel	**Progress Monitoring:** ▪ Arts Curriculum Specialists lead collaborative professional learning on a regular basis with all curricular area teachers. ▪ Evaluate teacher feedback on the utility of specialist support in achieving curriculum goals. ▪ District arts events are well-organized, publicized, and attended.

Focus Area 1: CONTENT
Strand 1: Curriculum Development and Alignment

Strategy 4: **Increase collaboration with professional artists and industry experts in the classroom.**		
Action: Create opportunities for professional artists and industry experts to collaborate, expand and scaffold classroom instruction, and offer master classes and other learning experiences that enrich the curriculum and align it with real-world practices.	**Action Team:** ▪ Teachers ▪ Director of Arts Education ▪ Principals ▪ Senior Admin Assistants ▪ Certificated Human Resources personnel	**Progress Monitoring:** ▪ Arts Curriculum Specialists lead collaborative professional learning on a regular basis with all curricular area teachers. ▪ Evaluate teacher feedback on the utility of specialist support in achieving curriculum goals. ▪ District arts events are well-organized, publicized, and attended.



Above: *Students performing the Broadway musical, "Newsies" during the 2023 Summer Arts Academy.*

Focus Area 1: Content

Strand 2:
College and Career Pathways

Focus Statement:

Arts education will focus on career pathways, aligning with California's Creative Economy. Sequential, standards-based arts learning will empower students to self-advocate and develop highly refined technical skills, preparing them for careers in the arts.

Strategies and Actions:

Strategy 1: **Expand career paths within arts programs.**		
Action 1: Develop arts-specific career pathways which are scalable and can be implemented at multiple campuses.	**Action Team:** ▪ Teachers ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ CTE leadership	**Progress Monitoring:** ▪ Pathways are available at multiple sites across the district. ▪ Pathways are aligned to real world jobs in arts and arts-adjacent field.
Action 2: Increase Anaheim Innovative Mentoring Experience (AIME) partnerships to include arts career experiences and mentorships.	**Action Team:** ▪ Director of Arts Education ▪ CTE leadership ▪ AIME Coordinators	**Progress Monitoring:** ▪ Student internship tracking ▪ Mentor feedback ▪ Annual review of career pathway programs and internships

Focus Area 1: CONTENT
Strand 2: College and Career Pathways

Strategy 2: **Ongoing engagement with professional artists and colleges.**		
Action: Facilitate student participation in professional and collegiate arts events and festivals.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Principals	**Progress Monitoring:** ▪ Participation data from events and festivals ▪ Student reflections on experiences with extracurricular arts events ▪ Teacher feedback

Strategy 3: **Increase arts elective offerings and enrollment.**		
Action: Introduce courses which respond to student interest surveys and the evolving professional arts industries. These courses may include Digital Music Production, Songwriting, Acting for Film/TV, Technical Theater, Commercial Voice, and expand existing career-focused arts courses such as Commercial Art.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Education Division leadership	**Progress Monitoring:** ▪ Thrively or other interest survey data from students ▪ Course enrollment data ▪ Student course feedback

Above: *Students exploring a digital music production lab during the 2024 Cypress College Arts Experience Day*

Focus Area 1: Content

Strand 3:
Professional Learning

Focus Statement:

Continuous professional development for arts educators will be essential to maintaining a high standard of arts education, fostering culturally responsive teaching, and enhancing teachers' roles as both artists and educators.

Strategies and Actions:

Strategy 1: **Provide and promote ongoing, arts-specific professional learning for teachers.**		
Action 1: Ensure dedicated Professional Learning Community (PLC) time for aligning VAPA standards, fostering collaboration across disciplines, and promoting a significant staff presence at major arts conferences. Professional development opportunities will also be provided for teachers to share best practices, collaborate, and refine Performance Task Assessments (PTAs) in alignment with district goals for equity and high-quality, standards-based arts education.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Coordinator of Professional Learning	**Progress Monitoring:** ▪ PLC meeting agendas and notes, including shared professional learning opportunities. ▪ Feedback from PLC participants ▪ Surveys to assess needs, key takeaways, and areas of interest for future sessions.

Focus Area 1: CONTENT
Strand 3: Professional Learning

Strategy 1 *(continued)*: **Provide and promote ongoing, arts-specific professional learning for teachers.**		
Action 2: Encourage and increase teacher attendance at major arts conferences and workshops, with a focus on improving instructional practices and enhancing student engagement and achievement. These events will provide educators with up-to-date tools and strategies to strengthen their teaching and inspire student creativity and success in the arts.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Coordinator of Professional Learning ▪ Principals	**Progress Monitoring:** ▪ Attendance records for major arts conferences and workshops. ▪ Post-conference reports detailing key takeaways. ▪ Follow-up surveys to assess how professional development from conferences has been implemented in the classroom.

Strategy 2: **Curriculum alignment between school sites**		
Action: Provide professional development time for teachers and curriculum specialists to guide arts curriculum alignment across all school sites. This alignment will ensure consistent instruction, equitable access to learning, and a clear progression of skills. Teachers will collaborate to refine curriculum, share best practices, and meet both state standards and district goals for arts education. Curriculum specialists will provide ongoing support, facilitating discussions and offering resources to ensure alignment with the District's vision.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Site leadership	**Progress Monitoring:** ▪ Annual curriculum audits to assess alignment and identify gaps. ▪ Feedback from teachers on the effectiveness of professional development and curriculum application. ▪ Tracking student outcomes to evaluate the impact of alignment on engagement and skills. ▪ Teacher surveys on the alignment process and its support for instruction.

Focus Area 2: Infrastructure

Strand 1:
Course Access

Focus Statement:

Equitable access to arts education is a fundamental right for all students. The district will ensure that barriers related to race, culture, language, socioeconomic status, or school designation/boundary do not impede students' ability to participate and succeed in arts learning. Special protections will be put in place to support artistic and aesthetic development for all students, with a focus on those traditionally excluded.

Strategies and Actions:

Strategy 1: **Equitable Access to Visual and Performing Arts (VAPA) Courses**		
Action 1: Use District general funds and Arts and Music in Schools (AMS) funding to support the development of new arts courses, ensuring that students at every campus have access to all arts curricular areas, including dance, music, theatre, and visual arts. The long-term goal of growing sustainable arts pathways will require the District and school sites to intentionally build and support programs that may initially have smaller class sizes.	**Action Team:** ▪ Director of Arts Education ▪ Site Principals ▪ Education Division Leadership ▪ Counselors	**Progress Monitoring:** ▪ Master schedule reviews ▪ Course enrollment data ▪ AMS funding allocation reports

Focus Area 2: INFRASTRUCTURE
Strand 1: Course Access

Strategy 2: **Master Schedule Alignment and Course Availability**		
Action: Provide training for counselors and administrators to minimize master schedule conflicts, ensuring students have access to both introductory and advanced arts courses. This training will align with **Board Policy 7605**, which states that certificated staff, administrators, and counselors should be knowledgeable about arts curriculum developments and scheduling strategies to deliver a comprehensive, standards-based arts program.	**Action Team:** ▪ Director of Arts Education ▪ Education Division Leadership ▪ Counselors ▪ Site leadership	**Progress Monitoring:** ▪ Evaluation of counselor and administrator professional learning experiences ▪ Feedback from counselors and administrators ▪ Course enrollment data

Strategy 3: **Alignment of Sequential Arts Programs**		
Action: Align junior high and high school electives to support six-year sequential programs with an arts-focused pathway, ensuring students can progress from introductory to advanced courses in their chosen arts discipline. A arts-focused data dashboard will be developed to support this work.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Teachers ▪ Counselors ▪ Educational & Informational Technology (EIT) staff	**Progress Monitoring:** ▪ Course enrollment data

Focus Area 2: Infrastructure

Strand 2:
Staffing and Scheduling

Focus Statement:

Qualified staff and appropriate scheduling are critical to ensuring every student has access to high-quality arts education. This includes hiring teachers with specialized skills in dance, music, theatre, and visual/media arts, and scheduling classes to support a sequential pathway in the arts.

Strategies and Actions:

Strategy 1: **Hiring of teachers and support staff**		
Action 1: Hire credentialed arts teachers to fulfill arts program expansion needs identified through master schedule analysis.	**Action Team:** ▪ Site Leadership ▪ Director of Arts Education ▪ Certificated HR Department ▪ Education Division leadership	**Progress Monitoring:** ▪ Master schedule analysis ▪ Course enrollment data
Action 2: Hire Arts Assistants to support classroom teachers and enrich course content for students in all arts content areas.	**Action Team:** ▪ Teachers ▪ Director of Arts Education ▪ Site leadership ▪ Classified HR Department	**Progress Monitoring:** ▪ Staffing reports ▪ Teacher surveys ▪ Student feedback

Focus Area 2: INFRASTRUCTURE
Strand 2: Staffing and Scheduling

Strategy 2: **Foster a culture of continuous growth and development for arts educators**		
Action: Train discipline-specific Arts Curriculum Specialists (Teachers on Special Assignment) to provide program instruction, leadership, and model best practices.	**Action Team:** ▪ Director of Arts Education ▪ Education Division Leadership ▪ Arts Curriculum Specialists	**Progress Monitoring:** ▪ Professional development evaluations ▪ Observation reports ▪ Teacher feedback on support provided

Strategy 3: **Prioritize six-year sequential pathways**		
Action: Create arts pathways through improved master schedule processes to offer students more opportunities and a six-year arts-focused program.	**Action Team:** ▪ Director of Arts Education ▪ Site Leadership ▪ Counselors ▪ Education Division leadership	**Progress Monitoring:** ▪ Course enrollment data highlighting arts pathway retention and completion ▪ Quality and depth of student performance task assessments (PTAs) following pathway completion

Above: *Cypress High School's Sound in Motion parade band out in the community*

Focus Area 2: Infrastructure

Strand 3:
Facilities and Equipment

Focus Statement:

Purpose-built, modern facilities and up-to-date equipment are essential to effectively support and enhance arts education in today's dynamic learning environment. The district will assess and upgrade existing facilities, ensuring that all schools have the necessary materials and appropriate, purpose-designed spaces for all arts disciplines. This includes prioritizing the renovation or replacement of outdated facilities to meet the evolving needs of arts education and student engagement.

Strategies and Actions:

Strategy 1: **Ensure all arts programs are supported by purpose-built, functional, and updated facilities.**		
Action 1: Conduct a district-wide audit of existing arts facilities to assess whether they meet the needs of current arts programs and ensure they are safe, functional, and equipped with the necessary resources for teaching and learning.	**Action Team:** ▪ Facilities Department ▪ Director of Arts Education ▪ Site Leadership	**Progress Monitoring:** ▪ Completion of audit and needs assessment report ▪ Identification of facilities requiring upgrades or replacement ▪ Documentation of planned upgrades or replacements based on audit findings
Action 2: Develop a long-term facilities improvement plan that outlines a timeline for upgrading or replacing outdated arts facilities, with specific priorities for each arts discipline (dance, music, theatre, visual arts).	**Action Team:** ▪ Facilities Department ▪ Director of Arts Education ▪ District Business Office	**Progress Monitoring:** ▪ Creation of a facilities plan with clear timelines ▪ Annual progress reports on the implementation of the plan and any completed facility upgrades or new construction. ▪ Budget allocation and expenditure tracking for facility improvements

Focus Area 2: INFRASTRUCTURE
Strand 3: Facilities and Equipment

Strategy 1 *(continued)*: **Ensure all arts programs are supported by purpose-built, functional, and updated facilities.**		
Action 3: Maintain and regularly update required classroom equipment, including, but not limited to, kilns, pianos, musical instruments, audio equipment, and lighting equipment, to ensure all arts programs are fully supported and capable of delivering high-quality instruction.	**Action Team:** ▪ Director of Arts Education ▪ Site Leadership ▪ Facilities Department ▪ Auditorium Technicians	**Progress Monitoring:** ▪ Inventory of classroom and auditorium equipment conducted annually ▪ Maintenance schedules for key equipment tracked and followed ▪ Reports on equipment replacement or repairs as needed

Strategy 2: **Provide adequate supplies for all courses**		
Action: The District will provide the necessary supplies and equipment for arts education courses. This includes, but is not limited to, musical instruments and related accessories, textbooks, supplemental materials, art supplies and equipment, scripts, performance licensing, uniforms, and costuming.	**Action Team:** ▪ Director of Arts Education ▪ Teachers ▪ Site Leadership ▪ Purchasing Department	**Progress Monitoring:** ▪ Databases of district-owned equipment with amortization schedules for capital investments ▪ Teacher surveys of equipment and supply needs

Strategy 3: **Ensure student artwork is displayed and secure**		
Action: Survey campuses for artwork display locations and purchase or improve display cases for 2D and 3D artwork.	**Action Team:** ▪ Teachers ▪ Site Leadership ▪ Purchasing Department	**Progress Monitoring:** ▪ Teacher surveys ▪ Periodic visual audits

Focus Area 3: Sustainability

Strand 1:
Student Voice and Agency

Focus Statement:

Student voice and agency are central to a sustainable arts education program. By providing students with opportunities to design and influence their own learning experiences, we foster ownership, engagement, and a deeper connection to their education. Empowering students to express themselves through their art and actively participate in shaping their learning pathways enhances creativity, encourages critical thinking, and strengthens their investment in both the arts and their broader academic growth.

Strategies and Actions:

Strategy 1: **Cultivate student voice through curriculum**		
Action 1: Design lessons with real-world implications that allow students to make decisions about their projects, encouraging self-expression and promoting student agency. This approach ensures that arts education is relevant to their lives and encourages them to take ownership of their learning process.	**Action Team:** ▪ Teachers ▪ Arts Curriculum Specialists	**Progress Monitoring:** ▪ Student reflections on their learning experiences, particularly regarding autonomy in their creative process ▪ Teacher observations of student engagement and leadership in arts projects ▪ Reviews of student-led projects to assess the level of student agency and real-world application in assignments

Focus Area 3: SUSTAINABILITY
Strand 1: Student Voice and Agency

Strategy 2: **Increase student voice through arts advocacy**		
Action: Establish a Youth Arts Council that combines advocacy for arts education with opportunities for students to influence and contribute to public policies around the community's vision for the arts. This council will give students a platform to voice their ideas, concerns, and aspirations, making them active participants in shaping the arts support and enhance their lives and communities.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ VAPA Department Chairs ▪ Local government leaders	**Progress Monitoring:** ▪ Council meeting minutes that document student contributions and ideas. ▪ Student feedback from council members and broader student surveys about the impact of their involvement.

Strategy 3: **Promote student voice and arts impact**		
Action: Develop an arts podcast that highlights the voices and experiences of AUHSD students in the arts. This podcast will serve as a platform for students to share their stories, showcase their work, and discuss how the arts impact their personal and academic lives.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Communications Staff ▪ Arts Students	**Progress Monitoring:** ▪ Podcast analytics, such as number of listeners, downloads, and engagement levels. ▪ Listener feedback through surveys and comments, particularly about the representation of student voices in the arts. ▪ Student involvement logs tracking participation, roles, and contributions to the podcast, ensuring that students have leadership opportunities in its creation and production.

Focus Area 3: Sustainability

Strand 2: Community and Civic Engagement

Focus Statement:

Arts education will be deeply integrated into the community, with collaborative experiences that foster belonging, mutual respect, and cultural understanding. Through partnerships with local artists, cultural organizations, and civic initiatives, the district will showcase the transformative impact of the arts on students and the community. By tracking and communicating arts participation data through the state dashboard, the District will support new measurement tools for Arts and Music in Schools funding and continue to position itself as a leader in impactful arts education.

Strategies and Actions:

Strategy 1: **Cultivate student voice through curriculum**		
Action: Offer students opportunities to engage with local artists, showcase their work in gallery spaces, and participate in performances at community events. These experiences create a direct link between arts education and community, promoting pride in students' work.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Site Leadership ▪ Community Arts Organizations	**Progress Monitoring:** ▪ Community participation records tracking involvement in events ▪ Event evaluations to assess impact on students and community ▪ Partnership reviews documenting growth and sustainability

Focus Area 3: SUSTAINABILITY
Strand 2: Community and Civic Engagement

Strategy 2: **Increase student access to community engagement**		
Action: Students in the Youth Arts Council will learn to advocate for arts education and engage in community projects. They will articulate with local government in public arts initiatives and advisory groups. This provides leadership opportunities while linking the arts to civic responsibility.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Local government leadership	**Progress Monitoring:** ▪ Student feedback on their experiences in advocacy and engagement ▪ Community outreach feedback and data documenting the council's impact

Strategy 3: **Develop tools to measure arts participation and recognize outstanding artistic merit in students.**		
Action: Design and implement robust measurement tools to track student participation and achievement in arts programs across the district. Establish a District recognition for Artistic Merit, celebrating students who demonstrate exceptional artistic growth and achievement through coursework, performances, and capstone projects. These tools and recognition will support future advocacy efforts for statewide initiatives such as a State Seal of Artistic Merit or inclusion of arts metrics on the state dashboard.	**Action Team:** ▪ Director of Arts Education ▪ Arts Curriculum Specialists ▪ Arts Teachers ▪ District leadership ▪ Educational & Informational Technology (EIT) staff and leadership	**Progress Monitoring:** ▪ Develop District-level tracking tools to monitor and communicate the growth of student engagement in the arts. ▪ Annual review of student participation data and assessment of eligibility criteria for the District Recognition for Artistic Merit. ▪ Documentation of student recipients and their artistic achievements. ▪ Community feedback gathered on the perceived value and impact of arts education, documenting AUHSD's leadership in providing whole child education.

Focus Area 3: Sustainability

Strand 3:
Program Funding

Focus Statement:

Sustainable, transparent funding is essential to maintaining and growing high-quality arts education. The district will develop a comprehensive financial plan that includes the evaluation of current spending, asset management, and long-term budget forecasting. This will involve a thorough review of funding sources, resource allocation, and program outcomes to ensure that arts education remains well-supported for all students. The oversight provided by the Director of Arts Education, site principals, Title I coordinators, VAPA department chairs, and the business department will ensure that resources are strategically aligned with district goals for arts education.

Strategies and Actions:

Strategy 1: **Evaluate current spending and create a comprehensive long-term funding plan.**		
Action 1: Conduct a thorough evaluation of current spending on arts programs, including instructional materials, equipment, and extracurricular activities. Identify areas for cost savings and reallocate resources to enhance arts education.	**Action Team:** ▪ Director of Arts Education ▪ Site Principals ▪ Business Department ▪ VAPA Department Chairs	**Progress Monitoring:** ▪ Annual budget review and spending analysis. ▪ Documentation of cost-saving measures and resource reallocation. ▪ Reports on financial efficiency and outcomes of reallocating funds.

Focus Area 3: SUSTAINABILITY
Strand 3: Program Funding

Strategy 1 *(continued)*: **Evaluate current spending and create a comprehensive long-term funding plan.**		
Action 2: Develop long-term financial planning for both certificated and classified employee costs, ensuring that positions are sustainable and appropriately funded to meet program goals.	**Action Team:** ▪ Director of Arts Education ▪ Site Principals ▪ HR Department ▪ Business Office	**Progress Monitoring:** ▪ Five-year employee cost forecast for certificated and classified staff in the arts programs ▪ Annual tracking of employee-related expenses and alignment with long-term funding goals ▪ Reports on staffing adjustments and cost-effectiveness

Strategy 2: **Implement robust asset management and inventory replacement schedules.**		
Action 1: Develop an inventory management system to track arts equipment and materials across the district, including musical instruments, audio/lighting equipment, and visual arts tools. Establish a replacement schedule to ensure the longevity of resources and to support equitable access to high-quality materials.	**Action Team:** ▪ Director of Arts Education ▪ Facilities Department ▪ Maintenance and Operations Department ▪ Business Office	**Progress Monitoring:** ▪ Regular inventory audits and updates ▪ Asset replacement schedules and tracking reports ▪ Documentation of equipment replacement and condition assessments
Action 2: Establish a partnership return-on-investment (ROI) framework to assess the effectiveness of collaborations with arts organizations, ensuring that these partnerships are financially viable and impactful for the district's arts programs.	**Action Team:** ▪ Director of Arts Education ▪ Business Office ▪ Community Arts Partners	**Progress Monitoring:** ▪ Partnership reviews measuring ROI, including the value of community collaborations, resources provided, and student outcomes ▪ Data on student participation in partner-led programs and events ▪ Documentation of costs and benefits from these partnerships

Focus Area 3: SUSTAINABILITY
Strand 3: Program Funding

Strategy 3: **Expand transportation funding to increase student access to arts experiences.**		
Action: Increase transportation funding to support both performing arts events, including after-school rehearsals and performances, and field trips for expanded arts learning in all content areas. This will ensure equitable access to arts education for all students, regardless of their location or socio-economic background.	**Action Team:** ▪ Director of Arts Education ▪ Site Principals ▪ Transportation Department ▪ Business Office	**Progress Monitoring:** ▪ Increase in the number of students using transportation services for arts-related activities. ▪ Evaluation of transportation costs and student participation rates in field trips and performing arts events. ▪ Tracking of budget allocation and expenditure for expanded transportation services.

Strategy 4: **Ensure oversight and coordination of financial resources for arts programs.**		
Action: Provide comprehensive oversight of financial resources dedicated to arts education, with coordination between the Director of Arts Education, site principals, Title I coordinators, and the business office. This collaboration will ensure the effective use of funds and identify any gaps in resources.	**Action Team:** ▪ Director of Arts Education ▪ Principals ▪ Title I Coordinators ▪ Business Office	**Progress Monitoring:** ▪ Regular reports on arts program funding, including challenges and opportunities. ▪ Documentation of financial meetings and action plans based on findings. ▪ Data on the alignment of funding with arts program priorities.

Left: *Savanna High School percussionist, Eduardo Valle, performs on Bass Drum with the Savanna Mighty Marching Rebels. Photo courtesy of Charles Groh.*

Implementation

The goal of the Strategic Arts Plan is to begin the implementation of all action items within the first five years, with certain initiatives starting immediately and others taking the full five years to fully implement.

Already Underway (Year 1)

Arts Curriculum Specialists: The district has already hired two Arts Curriculum Specialists: one for performing arts and one for visual arts. These Teachers on Special Assignment are already supporting teachers and students by coordinating events, providing professional learning opportunities, and offering guidance for Professional Learning Communities (PLCs). They are also leading efforts to align arts curricula across school sites.

Professional Learning: Professional development for arts educators has already begun, with a focus on curriculum alignment and best practices. Arts educators are participating in workshops and collaborative planning sessions, with additional opportunities scheduled in the coming years.

Community Engagement: Initial partnerships with local artists and cultural organizations are already in place, with community arts events and student performances planned within the next year to increase visibility and engagement.

Planned for Next Year (Year 2):

Youth Arts Council: The Youth Arts Council will be launched next year. This group will empower students to engage in arts advocacy and community service while promoting civic engagement through the arts. The council will provide a platform for students to influence arts education policy and projects within the district.

Ongoing and Longer-Term Implementation (Year 3-5):

Facilities & Equipment: Upgrades to arts facilities, including purpose-built spaces for each arts discipline, will be phased in over the next five years. Initial audits and planning are underway, and improvements will continue as part of a multi-year implementation.

Expanded Arts Programs: Expanding arts electives and building additional partnerships with community arts organizations will be an ongoing effort. These initiatives will grow over the next several years, with new courses and experiences introduced as funding and resources allow.

Transportation Funding: Expanding transportation to increase student access to arts events and field trips will begin with an assessment of needs and logistics, followed by incremental implementation. Full expansion of transportation options is expected over the next five years.

Program Evaluation and Adjustments: Ongoing evaluations of all strategies will be conducted, with a comprehensive assessment at the end of the five-year period to inform the next phase of the Strategic Arts Plan.

At the conclusion of the five-year period, the district will assemble a new planning team to assess progress, gather input from stakeholders, and revise the strategies for the next five years to ensure the arts plan continues to meet the evolving needs of students, teachers, and the community.

Communication Plan

Engagement with stakeholders—including students, parents, teachers, and community members—will be central to the successful implementation of the plan. Regular updates and opportunities for feedback will be provided through multiple communication channels:

District Website and Social Media: The District will post regular updates on the progress of the Strategic Arts Plan through the official website and social media platforms, ensuring transparency and ongoing community involvement.

Student Highlight Videos: At least once per month, a video highlighting a student or program will be produced and distributed to the District community. These will demonstrate the impact of arts education on our students as well as highlighting the high quality and robust arts experiences students receive in the District.

Podcast: The student-led arts podcast, highlighted in the plan, will serve as an additional platform to share stories, updates, and advocacy messages related to arts education within the district.

Annual State of the Arts: A report given to the Board of Trustees at a regular meeting.

Quarterly Updates in an AUHSD Arts Newsletter

Event Programs:
District and school site performing arts event programs will follow best practices to ensure consistent messaging. These programs should include:

- Names of Student Performers
- Recognition of site and district staff involved in the event. This should include the Board of Trustees listed in their current roles, the Superintendent, the Assistant Superintendent of Educational Services, the Executive Director of Educational Services, the Director of Arts Education, as well as the Principal, and Assistant Principals for school site events.
- Inclusion of the AUHSD Arts logo.
- Dates and locations of upcoming district-wide arts events.
- Optional: Relevant advocacy messages, such as benefits of student participation in the arts, where to get information about the arts programs at that school site, highlighting achievements of the students and the program, etc.

This program information will all be available in a digital Arts Press Kit on the AUHSD Arts Education page on the District website.

Right: *Oxford Academy Show Choir students performing a selection from the Broadway musical, "Chicago."*

Final Thoughts

The Strategic Arts Plan is a commitment to providing **transformational experiences** for our students that foster creativity, critical thinking, and collaboration. Through the arts, students gain skills that prepare them for careers in creative industries and for jobs that may not yet exist, equipping them with the adaptability and problem-solving abilities essential in today's world.

This plan aligns with our mission to prepare students for college, career, and life, while realizing our vision of fostering creative minds to unleash artistic brilliance. By offering rich, hands-on learning opportunities, we help students discover their **Unlimited You**, building confidence and community along the way. Ultimately, this plan ensures that AUHSD remains **a leader in arts education**, preparing students to thrive both personally and professionally.

Above: *A Charcoal Pencil drawing by Sycamore Junior High School student, Sandra Madrigal, from the Color & Light Art Show.*

Glossary of Terms

5 Cs: Critical Thinking, Creativity, Communication, Collaboration, and Character. These foundational skills are integrated into arts education to prepare students for college, career, and life.

Adjudicated Events: Competitions or showcases where student work is evaluated by qualified judges based on specific criteria, often aligned with arts standards.

AMS (Arts and Music in Schools) Funding: State funding provided by Proposition 28 to enhance arts and music education in schools, including hiring staff, purchasing equipment, creating partnerships, providing professional learning, and expanding arts programs.

Arts Integration: The practice of combining arts instruction with other subject areas to enhance learning and creativity across the curriculum.

Arts Pathways: A structured program allowing students to progress through introductory, intermediate, and advanced courses in their chosen arts discipline over six years, from junior high through high school.

Artistic Processes: The four core processes in arts education: Creating (generating ideas and making art), Presenting (sharing art with others), Responding (analyzing and interpreting art), and Connecting (relating artistic ideas to personal, societal, and cultural contexts).

Asset-Based Learning: An approach that focuses on students' strengths, abilities, and cultural backgrounds, using these as the foundation for teaching and learning.

Career Preparedness Systems Framework (CPSF): A framework used by the District to integrate technical and transferable skills across disciplines, preparing students for success in a variety of careers.

Creative Economy: Industries that rely on creative skills, including visual arts, performing arts, media production, and design. In California, this sector represents over $650 billion and supports millions of jobs.

Curriculum Specialists: Dedicated Teachers on Special Assignment (TOSAs) in performing and visual arts who provide leadership in curriculum alignment, professional learning, and district arts event coordination.

Equitable Decision Making: A process ensuring that all students, regardless of background, have equal access to high-quality arts education by addressing systemic barriers and promoting fairness.

Performance Task Assessments (PTAs): Evaluations in which students demonstrate their skills and knowledge through real-world tasks, such as creating, performing, or presenting original work.

Professional Learning Community (PLC): A group of educators who meet regularly to collaborate, share practices, and improve teaching strategies for student success.

Purpose-Built Facilities: Spaces specifically designed for the needs of arts education, such as theaters, music rooms, and visual arts studios, ensuring appropriate environments for instruction and performance.

Sequential Arts Learning: A structured, intentional approach to arts education where students build skills progressively over time, aligned with state or national standards.

Social-Emotional Learning (SEL): The process of developing self-awareness, empathy, and interpersonal skills to manage emotions, build relationships, and make responsible decisions.

Title I Coordinator: A teacher responsible for managing federal funds that support programs for students from low-income families, which may include arts programs.

VAPA: Visual and Performing Arts. This includes disciplines such as instrumental and vocal music, theatre, dance, media arts, and visual arts such as drawing, painting, photography, 3D design and sculpture, and ceramics.

Youth Arts Council: A student-led group that advocates for arts education and provides a platform for students to influence arts programming and policies.

Above: *A watercolor painting by Cypress High School student, Ashley Kim, which won the blue ribbon at the Color & Light Art Show.*

Above: *The Anaheim High School Performing Arts Conservatory (APAC) students performing the Broadway musical, "Sister Act."*

Right: *A Dale Junior High School student is so excited to skateboard home with a tuba on instrument check out day during the COVID pandemic.*

Below: *The Savanna High School Wind Ensemble after performing at Royce Hall during the UCLA Wind Ensemble Invitational Festival.*

Below: *3D mixed media polymer clay artwork by Kennedy High School student, Annie Hoganson, which was awarded 1st place at the Color & Light Art Show.*

AUHSD ARTS
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AP Art History
AP Music Theory
AP Studio Art
Ceramics
Chamber Ensembles
Colorguard
Commercial Art
Commercial Photo
Concert Choir
Concert Bands
Dance
Digital Music Production
Drawing & Painting
Drumline
Ethnic Studies Dance
Ethnic Studies Photo
Ethnic Studies Theatre
Foundations of Digital Art
Guitar
Jazz Band
Marching Band
Mariachi
Modern Band
Musical Theatre
Orchestra
Photography
Printmaking
Show Choir
Stagecraft
Teatro en Espanol
Theatre
Ukulele
3D Design

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Scott Domingues, Performing Arts Curriculum Specialist
Angela Stecher, Visual Arts Curriculum Specialist

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ANAHEIM UNION HIGH SCHOOL DISTRICT

Proposed New Courses 2025-26 High School

EXHIBIT U

Subject/ Dept	Temp #	Proposed Course Title	Course Name in Aeries/ Transcript Abbr	Proposed Graduation Credit	Proposed A-G Credit	Proposed Course Description	Proposed Prerequisite	Proposed Grade Level	Notes	Submitted By	Site
CTE	CE9391	Graphic Communications Honors 3	Grphc Comm H 3	K1, K2- Career Education	F- Fine Art	Honors Graphic Communications 3 is an advanced, year-long course designed for self-motivated students seeking to deepen their skills in graphic design and digital arts. Building upon foundational concepts, students will explore sophisticated applications of design principles in computer-generated imagery, mastering Adobe Photoshop and Illustrator to create compelling visual compositions. They will learn to integrate text and graphics, digitally edit photography, and create original digital artwork. Students will get the opportunity to promote and market their artwork via shops and live exhibits. Students will also have access to mentorship or internship opportunities.	Completion of Advanced Graphic Communications	11-12		Sunyee Chang	Cypress
CTE	CE9190	Student Film Academy (SFA): Independent Film Production	Ind Film Prod	K1, K2- Career Education	Z- Elective	The Student Film Academy (SFA) course provides students the opportunity to develop professional skills in filmmaking. Each quarter, students work independently on film projects, enhancing their storytelling, technical knowledge, and project management abilities. Utilizing eKadence, students engage in online discussions, receive peer feedback, and participate in skill-building activities. They are required to attend in-person sessions for screenings, field trips, and guest lectures. By supporting AUHSD's annual Student Film Festival, students gain hands-on experience in event production and promotion.	Application and acceptance into Summer Film Academy	9-12	Summer Film Academy Only- replacing Journalism in the Digital Age	Dean Delgado	Cypress
CTE	CE9290	Game Development 2	Game Dev 2	K1, K2- Career Education	G- Elective	Game Development II is an advanced course that prepares students for the creative and technical demands of the gaming industry. Students will refine skills in programming, 3D modeling, and project management to create immersive player experiences. As a capstone course, students will create playable demos for their video game ideas and build a portfolio for career readiness. Completion of this course will provide the opportunity to earn an industry-recognized certification as a game developer.	Completion of Game Development 1	10-12	Course 2 of Game Development Pathway	Bijan Kazerooni	Katella
CTE	CE9191	Journalism & Digital Communications 1	Digital Comm 1	K1, K2- Career Education	G- Elective	In "Journalism & Digital Communications," students will work towards developing their voice using different writing styles in a writer's workshop environment where they will be reflective and evaluative of their own writing, as well as, of their peers' in order to improve their journalistic skills and editing techniques. This course is meant to serve as part of a CTE pathway and prepare students to work in the fields of journalism, digital communications, public relations, social media marketing, etc. while having a greater understanding of how journalism has evolved during the 21st Century. Students will understand the importance of journalism in a democratic society and discuss ethical issues that can arise while covering topics in the community. Digital journalism opens our reporting up to a worldwide public audience and can take many forms such as text, podcasts, videos, discussion threads, and blogs. Student writers will report on stories that recognize the diversity of their community.		9-12		Matt Corcoran	Kennedy
CTE	CE9390	Broadcast Journalism 3 Honors	Brdcst Media 3H	K1, K2- Career Education	G- Elective	Broadcast Journalism 3 Honors builds on students' expertise and leadership in producing the school's daily news broadcast. This advanced course is designed for students who have demonstrated exceptional skill and dedication in Broadcast 1 and 2. Students will tackle complex story assignments, take on leadership roles, and mentor their peers.	Completion of Advanced Broadcast Media	11-12		Adrian Olmedo	Western
CTE	CE9291	Energy Enviornment & Utilities 2	EnergyEnvUtil 2	K1, K2- Career Education	G- Elective	Energy and Environmental Design, the capstone course of the Energy and Power Technology pathway, builds upon the foundational knowledge introduced in the first course, offering an advanced exploration of sustainable energy systems and green building practices. Distinguished by its hands-on, project-based approach, this course integrates career-ready skills such as energy auditing, solar installation, and Zero Net Energy design with critical scientific principles, including energy transfer, climate science, and renewable energy systems. Through rigorous units and culminating in a capstone project, students gain practical experience in solving real-world energy challenges, presenting their findings to authentic stakeholders. This course is uniquely positioned to prepare students for careers or further education in energy and environmental fields, with a strong emphasis on collaboration, technical problem-solving, and environmental responsibility. Its alignment with CTE standards and connections to scientific disciplines make it a vital bridge between high school education and emerging green industries.	Completion of Energy, Environment & Utilities 1	10-12		Matt Bidwell	Cypress
CTE	CE9292	Fabrication 2	Fabrication 2	K1, K2- Career Education	G- Elective	Fabrication 2 will engage in learning experiences that require organized problem solving and creative thinking. Emphasis will be on developing the student's ability to apply advanced fabrication skills to creating physical prototypes and interface with real customers to design and create products. During the completion of projects and supportive skill lessons, students will learn how to analyze material costs, labor costs and efficiently and effectively choose and use the correct tools and procedures associated with each job need. The course will be structured into units centered around design challenges, each designed to require students to learn and apply different elements of fabrication practice.	Completion of Fabrication 1	10-12		Erik Haaf	Kennedy
ELD	EL9390	ELD 3 Ethnic Studies	ELD 3 ES	A1-A8- English 1-4	B-English			9-12	Course will meet the Ethnic Studies graduation requirement		
English	EN9290	AP Seminar/ Eng 2	Eng 2/APSeminar	A3, A4- English 2	B-English	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.		10		Cathy Fong	Oxford Academy

Proposed New Courses 2025-26 High School

Subject/ Dept	Temp #	Proposed Course Title	Course Name in Aeries/ Transcript Abbr	Proposed Graduation Credit	Proposed A-G Credit	Proposed Course Description	Proposed Prerequisite	Proposed Grade Level	Notes	Submitted By	Site
English	EN9390	English 3 ES (SDC)	Eng 3 ES (SDC)	A5, A6- English 3	N/A				Course will meet the Ethnic Studies graduation requirement		
English	EN9490	English 4 ES (SDC)	Eng 4 ES (SDC)	A7, A8- English 4	N/A				Course will meet the Ethnic Studies graduation requirement		
Math	MA9190	Int Math 1-2 H/Cyber	IntMth1-2H/Cybr	B1, B2- Math Level 1	C- Mathematics	Cyber Math 1-2 Honors bridges traditional mathematics and modern technological applications, emphasizing the interplay between algebra, data science, and geometry concepts in real-world and cyber contexts. For instance, students explore expressions, equations, and systems through interactive tools like algebra tiles and graphing software, connecting mathematical models to cybersecurity challenges; students explore how conditional probability is the crux of many machine learning algorithms to automate the process of recommending products.	Completion of Math 8 H and enrollment in Cybersecurity Pathway	9	Integrated course to be offered with the Cybersecurity Pathway at Magnolia HS	Bich Nguyen	Magnolia
Math	MA9290	Int Math 2-3 H/Cyber	IntMth2-3H/Cybr	B3, B4- Math Level 2	C- Mathematics	Cyber Math 2/3 bridges traditional mathematics and modern technological applications, emphasizing the interplay between algebraic, trigonometric, and probabilistic concepts in real-world and cyber contexts. Students explore expressions, equations, and systems through interactive tools like algebra tiles and graphing software, connecting mathematical models to cryptography and cybersecurity challenges. By investigating quadratic, polynomial, and rational relationships, students learn to analyze and model phenomena such as housing markets and projectile motion using advanced techniques. The course includes interdisciplinary cyber extensions, such as building pH meters with Arduino, creating pseudo-random number generators, and exploring RSA encryption vulnerabilities posed by quantum computing. Students use trigonometric functions to optimize structures and develop encryption methods, blending mathematical theory with cybersecurity applications. Hands-on projects like data collection, video compression, and probability-based decision-making cultivate critical thinking, collaboration, and technical proficiency. This course empowers students with 21st-century skills, preparing them to solve complex problems in a data-driven and technology-centric world.	Completion of Int Math 1-2 H and enrollment in Cybersecurity Pathway	10	Integrated course to be offered with the Cybersecurity Pathway at Magnolia HS	Lorenzo Rodriguez	Magnolia
PE/Health	HE9390	Advanced Principles of Health and Wellness	Advanced Health	Z- Elective	G- Elective	Advanced Principles of Health and Wellness assists students in developing greater responsibility for their health and wellness in all aspects of life. Topics include: Exercise science, nutrition, disease prevention and intervention, mental and emotional health, growth & development, effective communication, violence prevention, dangers of alcohol, tobacco and other drugs including prescription and OTC drugs, stress reduction, and integrative health care. Each student learns to analyze and evaluate the root causes of unhealthy behaviors to access a healthier, happier and more productive life. The course emphasizes skill building to help maintain healthy changes that last a lifetime.	Successful completion of Health Sci 1 and/or teacher recommendation	11-12	Health elective- not to meet the Health graduation requirement.	Erin Kliem	CVA
PE/Health	PE9190	PE-1 Show Choir	PE-1 Show Choir	C1, C2- PE-1	N/A	This co-education course is designed for students participating in show choir (dance) to develop skills, gain knowledge, and apply movement patterns in the effects of physical activity upon dynamic health, mechanics of body movement, aquatics, dance/rhythms, in individual and dual Activities. This course includes choreography, improvisation, and the creative techniques of choreographers. Students may also learn about the social, political, and cultural influences on choreography and how these influences led to innovations. Students may also study the works of respected choreographers in different performance genres, and use these works as inspiration and guidance. Some courses may culminate in public performances. Show Choir (PE) covers a variety of dance styles and genres, such as hip hop, folk, jazz, modern, Broadway, contemporary, ballet or line. Theories, rules and regulations, techniques, strategies and tactics, positive social skills and safety are taught and emphasized during all activities. Students will be expected to demonstrate knowledge of and competency in a variety of motor skills, achieve a health-related level of physical fitness, demonstrate an understanding of fitness concepts, and learn the value of positive psychological and sociological strategies that apply to the needs of individuals in a diverse society. Also included in this course is the California state-mandated physical fitness test. AUHSD designates FITNESSGRAM as the official physical performance test to measure physical fitness.		9		Janae Morales	Kennedy
PE/Health	PE9290	PE-2 Show Choir	PE-2 Show Choir	C3, C4- PE-2	N/A	This co-education course is designed for students participating in show choir (dance) to develop skills, gain knowledge, and apply movement patterns in the effects of physical activity upon dynamic health, mechanics of body movement, aquatics, dance/rhythms, in individual and dual Activities. This course includes choreography, improvisation, and the creative techniques of choreographers. Students may also learn about the social, political, and cultural influences on choreography and how these influences led to innovations. Students may also study the works of respected choreographers in different performance genres, and use these works as inspiration and guidance. Some courses may culminate in public performances. Show Choir (PE) covers a variety of dance styles and genres, such as hip hop, folk, jazz, modern, Broadway, contemporary, ballet or line. Theories, rules and regulations, techniques, strategies and tactics, positive social skills and safety are taught and emphasized during all activities. Students will be expected to demonstrate knowledge of and competency in a variety of motor skills, achieve a health-related level of physical fitness, demonstrate an understanding of fitness concepts, and learn the value of positive psychological and sociological strategies that apply to the needs of individuals in a diverse society. Also included in this course is the California state-mandated physical fitness test. AUHSD designates FITNESSGRAM as the official physical performance test to measure physical fitness.				Janae Morales	Kennedy

Proposed New Courses 2025-26 High School

Subject/ Dept	Temp #	Proposed Course Title	Course Name in Aeries/ Transcript Abbr	Proposed Graduation Credit	Proposed A-G Credit	Proposed Course Description	Proposed Prerequisite	Proposed Grade Level	Notes	Submitted By	Site
Social Science	SS9490	AP Comparative Government & Politics	AP Comp Gov&Pol	Z- Elective	G- Elective	AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.		12	Semester elective, cannot replace AP US Government & Politics	Scott Eastridge	Cypress
VAPA	VP9290	Youth Arts Voice: Engaging Communities Through Visual Art	Youth ArtsVoice	L1, L2- Visual Performing Arts/ World Language	F- Fine Art	Youth Arts Voice is a visual arts class that teaches students techniques in various mediums (Including, but not limited to painting, printmaking, photography, sculpture and ceramics), as well as a conceptual framework that invites students to engage with issues in their communities using art. Students will have the opportunity to create work using various media, and then will work together to design large-scale public art projects that will be part of public spaces in their schools and/or communities.		8-12	Summer Enrichment Only	Wendy Kubiak	Katella

Proposed New Courses 2025-26 Junior High School

Subject/ Dept	Temp #	Proposed Course Title	Course Name in Aeries	Proposed Course Description	Proposed Prerequisite	Proposed Grade Level	Notes	Submitted By	Site
CTE	CE9790	Exploring Medical Careers	Exp Med Careers	This course will introduce the students to the medical field and the possible careers that are available to them. The course will teach students the basics of medical terminology and basic patient care. This course is the first course in a 6 year pathway that will prepare students to be medical assistants.		8	This course is aligned to the Medical Careers Academy at Savanna High School.	Richard Rochin	Brookhurst
CTE	CE9890	Advanced Construction & Design	AdvConstruction	The Advanced Construction and Design course is designed for students who have completed the "Exploring Careers in Construction" course. This advanced-level course builds on foundational skills and knowledge acquired in the introductory course, offering students a deeper understanding of construction techniques, project management, and design processes. Through hands-on projects, students will apply technical skills in areas such as blueprint reading, material selection, and the use of modern construction tools and technologies, including computer-aided design (CAD) software.		8	Special Relationships to Other Courses: This course has a special relationship with the Anaheim High School Simon Builders Construction Pathway as it serves as a critical stepping stone in a 6-year Career and Technical Education (CTE) pathway. By completing this course, students will gain the technical proficiency and soft skills necessary for success in more advanced construction coursework and apprenticeships, continuing their progression toward a potential career in construction management, architecture, or skilled trades.	Shawn McBride	Sycamore
CTE	CE9791	Exploring Careers in Construction	ExpConstruction	This introductory course offers middle school students a hands-on exploration of careers in the construction trades. Students will learn foundational skills such as using tools, reading blueprints, and understanding construction techniques while emphasizing safety and teamwork. Through engaging projects, students will connect core academic concepts in math, science, and design to real-world applications in construction.		7-8	Special Relationships to Other Courses: This course serves as the foundation for a 6-year Career Technical Education (CTE) pathway, seamlessly transitioning students into high school programs like the Simon Builders Construction Pathway at Anaheim High School. Builds on core academic skills in geometry, physics, and technical writing, preparing students for advanced STEM and vocational courses.	Shawn McBride	Sycamore
PE	PE9790	Introduction to Dance and Fundamental Movement	PE-7: Dance	This course is designed to introduce junior high school students to the foundational principles of dance, Pilates, yoga, and fundamental movements, focusing on developing physical fitness, body awareness, and creative expression. Students will explore various styles of dance, learn basic yoga poses, and practice Pilates exercises to build strength, flexibility, and coordination. Through a combination of individual practice and group activities, students will develop an understanding of proper body alignment, movement technique, and mindfulness.		7		Lisa Shandy	Lexington
PE	PE9890	Introduction to Dance and Fundamental Movement	PE-8: Dance	This course is designed to introduce junior high school students to the foundational principles of dance, Pilates, yoga, and fundamental movements, focusing on developing physical fitness, body awareness, and creative expression. Students will explore various styles of dance, learn basic yoga poses, and practice Pilates exercises to build strength, flexibility, and coordination. Through a combination of individual practice and group activities, students will develop an understanding of proper body alignment, movement technique, and mindfulness.		8		Lisa Shandy	Lexington
VAPA	VP9890	Mariachi Ensemble	Exp MariachiEns	The Mariachi Ensemble course is primarily a performance based ensemble class, and thus the focus will be on presenting performances through a variety of concert opportunities on and off campus. Emphasis will be placed on traditional mariachi repertoire, including the playing of musical instruments, and singing. Students will learn music theory, vocal and instrument pedagogy and technique, as well as have opportunities to learn about, read about, and discuss the social-historical component of mariachi music, its repertoire, development, artists, and important figures related to the development of mariachi music.	Must be concurrently enrolled in Band 2 or Band 3 and/or teacher recommendation	7-8		Marisol Morales	Brookhurst
VAPA	VP9891	Adv Modern Band	Adv Modern Band	The emphasis of Begining Modern Band is to develop student achievement through the exploration of a modern band ensemble. The course will build on the skills necessary to perform on ukulele, electric guitar, acoustic guitar, electric bass, keyboard, drums, vocals and technology. Students will discuss, demonstrate and perform music styles of the last 50 years. The course will also foster peer to peer development in the band setting while encouraging the band to perform cohesively as a single unit. Students in Modern Band will also be introduced to the art of Composition and Improvisation. End of Year projects will culminate with a concert performed by the modern band ensemble.	Completion of Beg Modern Band or teacher recommendation	7-8		Fahimeh Mehrabkhani	Dale

Ethnic Studies Course Submission Template

Course Author Details

(add lines for additional authors)

Course Author	Email Address	School Site
Laurie Manville	Manville_L@auhsd.us	Brookhurst JHS
Valerie Salce	Salce_V@auhsd.us	Savanna HS
Kalli Pappas-Feles	PappasFeles_K@auhsd.us	Magnolia HS
Mindy Lorton	lorton_m@auhsd.us	Katella HS
Trisha Woodbury	woodbury_t@auhsd.us	Loara HS

Proposed Course Details

Proposed Course Title:	ELD 3 Ethnic Studies
Subject Area/Department:	English
A-G Subject Area Requested:	English Grade 9
Grade Level (Specifies appropriate grade levels for which the course is designed.)	9 - 12
Semester or Year-Long:	Year-Long
Recommendations/ Prerequisites:	None
Does this course require the purchase of new textbooks or materials?	5 novels
Does this course require the purchase of new technology?	None Needed
Describe how this course fits within your department's current course offerings. What course would this be taking the place of?	This ethnic studies embedded course can be taken in the place of ELD 3. It satisfies both the ELD 3 curriculum, which uses the English 1 curriculum, and ELA and ELD standards as well as the AUHSD Ethnic Studies requirements.

Course Content

Course Purpose (Please provide a BRIEF description of the goals and expected outcomes.)	The purpose of this course is to educate students to be culturally, social, and politically conscious of their personal connections to communities of color and their place in the community and the world

	around them. Through this course, students will gain a better understanding of cultural differences and gain an acceptance and understanding of others through developing literacy and language.
Course Description (A brief description of distinguishing characteristics, content, and special relationships to other courses.) **THIS IS THE DESCRIPTION FOR THE COURSE CATALOG	ELD 3 embedded Ethnic Studies course expands on the understanding of each student's social responsibility to their community and the world. Students will focus on the impact they have on their community and the world. Students will express their agency and voice through the exploration of current social reforms, political movements, and social justice issues, enabling them to gain a better understanding of the world around them. Students will explore the experiences of Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American and Pacific Islander communities. This course seeks to empower students from diverse backgrounds to champion justice and equity while honing their own agency and self-determination. As they progress through the curriculum, students will perceive themselves as active catalysts for change, informed about the dynamics of societal marginalization and power structures. This transformative experience cultivates increased social and political awareness and fosters deep respect for all cultures. **This course meets the English 1 and AUHSD Ethnic Studies graduation requirement.**

Course Content- Unit Information
Example Unit HERE

For each unit of the course, provide:
1) **A unit title**
2) **Unit Summary:** A brief description (5-8 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
3) **Summarize Key Assignments:** A brief summary (3-5 sentences) of key assignment(s) that explains: a) what a student produces, b) how the student completes the assignment, and c) what the student learns. Assignments should embed, not list, the State College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, as well as, any pertinent skills, practices, or capacities that develop a student's college and career success.
4) **Formative Assessment:** A brief description of how student learning will be assessed to determine depth of knowledge and skill attainment progression.

Note: The unit summary, key assignments and formative assessment must list which outcomes of the AUHSD Ethnic Studies Framework are embedded. Review the example unit for format.

Any text listed within the unit will need IMRC approval (this includes videos, articles, etc), if not already on the approved list HERE. It must be listed in the correct format.

**Add additional boxes if more than 6 units. Remove extra boxes.

Unit Title	Unit 1: Identity
Unit Summary	In this unit, students will study identity by taking a closer look at who they are in relation to their communities. They will explore who they are in relation to the community around them and discover their place in the world. Additionally, students will gain insight into how their personal experiences and family backgrounds shape their worldviews. Through the study of various genres of literature by diverse authors the course will investigate different cultures and perspectives, taking into account factors such as racial backgrounds, cultural traditions, and societal norms. This unit encourages students to contemplate the intricate relationship between culture and identity. **Essential Questions** · Who am I and what is my place in the world? · How do people develop their identities? · How do our core beliefs determine our response to the world? **ES Framework 1: Center Communities of Color** **ES Framework 2: Fosters Intersectionality** **ES Framework 5: Affirms Students**
Summarize Key Assignments **(suggested, not required)**	Emphasis should be placed on how personal identity is affected or influenced by their community encouraging students to use new vocabulary and language structures as they articulate their ideas. Suggested assignments include: **1.1** Students explore the concepts of identity and conformity by reading *Frank Tashlin's "The Bear That Wasn't."* After selected reading, students will engage in group discussions, to dissect the themes and ideas, while sustaining conversations, taking turns and following rules of conversation, and asking and answering relevant questions, affirming others, providing coherent and well-articulated comments and additional information. An optional activity is creating identity charts and a Split Mind graphic organizer. On one side of the mind is “How do others view me?” and on the other side, “How do I view myself?” **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 5: Affirms Students** **1.2** Students will engage in an exercise such as the “My Roots” activity that encourages them to reflect on their personal and familial history. Following the reflective exercise, students will share their reflections with the class. **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 5: Affirms Students** **1.3** Students explore the topic of identity and its connection to the broader world. This phase includes mentor texts for Narrative writing and storytelling which include, “Eleven” by Sandra Cisneros, “The Scholarship Jacket” by Martha Salina, “All Summer in a Day” by Ray Bradbury. Students examine how the characters in each story find ways to connect and stay true to themselves. Afterward, students write narrative essays and/or complete projects to share their experiences on a school memory and reflect upon their identity. It is suggested that the narrative be the focus of a Performance Task Assessment. **ES Framework 6: Cultivates Understanding and Empathy**

	ES Framework 5: Affirms Students **ES Framework 2: Fosters Intersectionality** **1.4 Students will design and conduct a community survey project** to identify and map the diverse communities where they live and attend school. The survey questions will focus on demographics, cultural backgrounds, interests, and activities that define these communities. Students will practice forming and asking questions, listening to responses, and recording data using appropriate language structures. Through this project, students will explore how they have integrated and become part of their broader communities. Examples of Performance Task Assessments include “Voice of our Community” posters that can be shared, a reflective essay that can become part of a class publication, or a “Community Snapshots” digital presentation that is shared with the class. **ES Framework 7: Connects to Local Community** **1.5 Students will explore the significance of names** in shaping personal identity, family connections, and cultural heritage. Through reading and analyzing various texts and multimedia resources, including stories by authors from district-approved novels, students will engage in discussions and written responses about the importance of names. These activities will enhance students' oral and written language skills while encouraging them to reflect on their own names and their connections to identity, family, and culture. Educators have the flexibility to include additional relevant materials to further enrich the learning experience. Students can research their names and then might compose their own “My Name” vignettes, memoirs, or personal reflections. **Resources to consider:** Sujeiry Gonzalez Julia Alvarez Sandra Cisneros “Names/Nombre” Yangsook Choi “The Name Jar” Dr. Henry Louis Gates Jr. “What is a name” **ES Framework: Cultivates Understanding and Empathy, Affirms Students** **ES Framework 5: Affirms Students**

Formative Assessments	**Novels:** During this academic quarter, students will have the opportunity to read a class novel and engage in a comprehensive literary analysis of the novel. The options for selected novels for this study are: 1. ***The Magic Fish*** by Vietnamese author Trung Le Nguyen 2. ***Borders*** by Indigenous author Thomas King and illustrated by Natasha Donovan 3. ***The Beautiful Struggle*** by African American author Ta-Nehisi Coates 4. ***The House on Mango Street*** by Latinx author Sandra Cisneros Teachers will have the flexibility to determine which novel/s will be covered in each unit and how the analysis of the novels will be conducted. This approach allows for a tailored exploration of diverse literary works and offers students a chance to develop their critical thinking and analytical skills over the course of the quarter. **ES Framework 6: Cultivates Understanding and Empathy, Affirms Students** **ES Framework 1: Center Communities of Color** **Book Clubs**: Students will have an opportunity to participate in book clubs designed to explore diverse cultures through the lens of fiction. Depending on availability and preferences, teachers may opt to alternate with additional novels. Sample book choices include: ***Piecing Me Together*** ***We Are Not From Here*** ***Cemetery Boys*** ***I Am Not Your Perfect Mexican Daughter*** ***Boy 21.*** **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy, Affirms Students** **Reflection:** Throughout this unit, students will be encouraged to write personal reflections and participate in group discussions to practice speaking and writing. These reflections are meant to occur after each assignment or discussion, and the format can be flexible. The reflections will be guided by the following prompts: How does discussing this topic make you feel? Why do you think that is? This topic made me feel…. I think that because….. How does hearing others' thoughts and perspectives make you feel? Why do you think you feel that way? Hearing others' thoughts and perspectives…. I think that way because…. ○ **Personal Connection**: Discuss how the experience or reading relates to your own life. What specific moments or emotions did it evoke? (I felt.) ○ **Analysis**: Analyze why this matters. What did you learn from it? How did it change or deepen your thinking? (I learned. Learning…changed or deepened my thinking because…) ○ **Broader Impact**: Connect it to a larger theme or lesson. What does this moment/topic teach you about life, relationships, school, or the world

around you? (This moment/topic teaches me…)

These prompts will help students connect their emotions and thoughts to the subject matter, fostering a deeper understanding of their own reactions and the perspectives of others.

ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Writing Focus: As part of this unit of study, students craft a Narrative Essay, a Memoir, or create a project on topics relevant to the unit's themes. Teachers have the flexibility to adapt unit themes for writing assignments as necessary. Throughout the unit, students are expected to complete a minimum of two low-stakes writing assignments such as daily quick writes, or reflection writing after reading the texts. These preliminary assignments may serve as building blocks for the final written work, but they also allow for creative exploration and adaptation in the writing process. This approach aims to nurture students' language skills and encourage meaningful self-expression.

Writing - Language Development Focus (ELD 3)

Vocabulary: Students will practice thematic vocabulary relevant to the unit, as well as narrative writing terms such as *character, setting, conflict, dialogue, sequence,* and *resolution.*

Sentence Structures: Provide sentence starters and frames to guide narrative development (e.g., *At the beginning of my story…*, *One challenge I faced was...*, *The most important moment was when...*).

Writing Process: Focus on planning, drafting, revising, and editing stages, with explicit instruction in organizing ideas, using transition words, and creating cohesive narratives.

Low-Stakes Writing: These writing tasks will allow students to explore different narrative elements, such as dialogue, descriptive language, and plot development, helping them build confidence and fluency in writing.

Oral and Written Reflection: Throughout the unit, students will reflect on their writing process, using sentence frames to share progress and challenges (e.g., *I am working on improving…*, *In my next draft, I will add…*).

Soapbox Speeches: Teachers incorporate soapbox speeches for an assignment and connection piece to the unit. An option is for students to give speeches to the whole class, in small groups, to the school or even participate in the Soapbox Speech District Contest focusing on the 5Cs, student agency.

ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 5: Affirms Students

Community Engagement: Each unit within the curriculum integrates personal agency projects centered on community engagement. These projects will offer students the opportunity to brainstorm, plan, and work toward agency. The projects can vary in scale,

	ranging from smaller projects that lead to a larger cumulative effort or stand-alone projects that align with specific unit themes. These projects should be developed based on student interests, and in some instances, co-constructed with the instructor, with the teacher adopting the role of a facilitator rather than the primary driver of the project. Students will be encouraged to explore and strategize how to address specific issues within their community, and these projects may have a policy-oriented focus or aim to showcase the wealth of knowledge and resources within the community. The scope of these projects can encompass their school, the larger AUHSD community, or extend to the broader external community, giving students a platform to actively engage in community initiatives, develop critical problem-solving skills, and make a positive impact in the areas that matter to them. **ES Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination**

Unit Title	**Unit 2: How Did We Get Here?**
Unit Summary	This unit focuses on how a person's identity/heritage relates to migration. It explores works by authors and artists who capture the voices of migrants and regional movements such as the Great Migration. Students will learn about the historical and political context of terms such as migrant, immigrant, undocumented, and refugee. Students will reflect on their own stories of movement and how it has influenced their lives and perspectives of their communities. The focus will be on how personal identity relates to the broader community, helping students practice using new vocabulary and sentence structures as they express their ideas. **Essential Questions** ● How does intersectionality inform our migration experiences? ● What effect does the migration experience have on a person? ● What are the effects of political and historical events related to migration? **ES Framework 7: Connects to Local Community** **ES Framework 8: Creates a Supportive Classroom Experience**
Summarize Key Assignments (suggested, not required)	**2.1** Students *create a storyboard or a similar project that* focuses on movement in their lives. This can be related to migration, moving houses, changing schools, changing classes, or anything related to moving from one place to another. As they work on the storyboard, students will think about how their movement would be affected if there were laws restricting them from certain cities or public areas. Possible short story: "Inside Out" by Francisco Jimenez. Students can reflect on themselves when they first arrived to a new place and how they have changed over time using the caterpillar that turns into the butterfly as a metaphor for their experiences. **ES Framework 5: Affirms Students**

	ES Framework 6: Cultivates Understanding and Empathy **ES Framework 8: Creates a Supportive Classroom Experience** **ES Framework 9: Analyzes Power** **2.2** Students write a response—such as a summary, narrative, or persuasive piece—focused on the migration experiences of people from diverse backgrounds. students can explore broader migration themes. They may create a presentation and work in groups to discuss and research migrant voices and experiences, ultimately presenting a mini-lesson to the class. Students will address questions such as: What is the impact of migration on individuals entering the United States for the first time after living in another country? What challenges do they face? This approach will encourage students to engage with the material critically while developing their language skills through discussion, collaboration, and presentation. Introduce migration-related terms like *immigration, transition, adaptation, challenges, barriers,* and *opportunities* to support students in both written and oral tasks. Provide frames for written responses (e.g., *Migrants often face challenges such as...*, *The impact of migration can be seen in...*, *If I were a migrant, I would...*) to help students organize their ideas and use complex sentences. **ES Framework 2: Fosters Intersectionality** **ES Framework 4: Supports Anti-racism and Inclusivity** **2.3** Students read excerpts/parts from American author Alan Gratz, the novel, *Refugee* to reflect and connect to the story about a boy's journey to flee Nazi Germany. Students will write or speak about their thoughts and how it connect to the theme of migration. **ES Framework 2: Fosters Intersectionality** **ES Framework 4: Supports Anti-racism and Inclusivity** 2.4. Teachers can use the website CommonLit to search "Migration" or "Immigration" to find many texts to teach the unit theme. Examples include articles relating to historical events such as the Klondike Gold Rush and The Great Migration of the 1920's. Students can explore how the experiences including challenges, successes and failures, etc. of different and diverse groups of people relate to their own. 2.5 The class reads the novel *Esperanza Rising* by Pam Munoz Ryan which explores the challenges that Esperanza must overcome when she leaves home to live in the United States. Students explore how they have to overcome their challenges when they migrate to the U.S. Students explore topics such as worker rights and equality. Students explore gender equality. Students explore what they left behind in their move. **ES Framework 2: Fosters Intersectionality** **ES Framework 4: Supports Anti-racism and Inclusivity** **ES Framework 5: Affirms Students** **ES Framework 6: Cultivates Understanding and Empathy** Vocabulary to focus on: *migration, intersectionality, consciousness, identity, Renaissance,*

	and *cultural impact*. The goal is to build students' understanding and ability to discuss the topic. Provide sentence frames for discussions and written reflections (e.g., *The Great Migration changed America by…*, *The writers' identities influenced their work by… When my family moved, we…*). Focus on terms related to power and resistance, such as *exclusion, policy, rhetoric, resistance, protest, incarceration,* and *solidarity,* to build students' ability to discuss and analyze the topics. Provide guiding questions for their power analysis (e.g., *Who had power? How was power used to exclude people of color? How did people resist?*). Provide sentence frames for discussions and written reflections (e.g., *This policy affected people by…*, *The resistance took the form of…*, *The community responded by…*).
Formative Assessments	**Novels:** During this unit, students will have the opportunity to read a novel and engage in a variety of assessments that showcase their learning such as a performance task assessment. Recommended literature for this section: 1**. *Refugee*** by Alan Gratz 2. ***Borders*** by Indigenous author Thomas King and illustrated by Natasha Donovan 3. ***The Beautiful Struggle*** by African American author Ta-Nehisi Coates 4. ***Inside Out*** by Fransisco Jimenez 5. ***Esperanza Rising*** by Pam Munoz Ryan 6. ***The Distance Between Us*** by Reyna Grande Teachers will have the flexibility to determine which novel/s will be covered in each unit and how the analysis of the novels will be conducted. This approach allows for a tailored exploration of diverse literary works and offers students a chance to develop their critical thinking and analytical skills over the quarter. **ES Framework 6: Cultivates Understanding and Empathy, Affirms Students** **ES Framework 1: Center Communities of Color** **Book Clubs**: Students will have an opportunity to participate in book clubs designed to explore diverse cultures through the lens of fiction. Depending on availability and preferences, teachers may opt to alternate with additional novels. Sample book choices include: ***Piecing Me Together*** and ***We Are Not From Here, Cemetery Boys, I Am Not Your Perfect Mexican Daughter, Boy 21.*** **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy, Affirms Students** **Reflection:** Throughout this unit, students will be encouraged to write personal reflections. These reflections are meant to occur after each assignment or discussion, and the format can be flexible. The reflections will be guided by the following prompts:

How does discussing this topic make you feel? Why do you think that is?
This topic made me feel…. I think that because…..

How does hearing others' thoughts and perspectives make you feel? Why do you think you feel that way?
Hearing others' thoughts and perspectives…. I think that way because….

- **Personal Connection**: Discuss how the experience or reading relates to your own life. What specific moments or emotions did it evoke? (I felt.)
- **Analysis**: Analyze why this matters. What did you learn from it? How did it change or deepen your thinking? (I learned. Learning…changed or deepened my thinking because…)
- **Broader Impact**: Connect it to a larger theme or lesson. What does this moment/topic teach you about life, relationships, school, or the world around you? (This moment/topic teaches me…)

These prompts will help students connect their emotions and thoughts to the subject matter, fostering a deeper understanding of their own reactions and the perspectives of others.
ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Writing Focus: As part of the current unit of study, students continue and add to the task of crafting a Narrative Essay, a Memoir, or Inform/Explain piece on topics relevant to the unit's themes that they began in Unit 1. Teachers have the flexibility to adapt unit themes for writing assignments as necessary. Throughout the unit, students are expected to complete a minimum of two low-stakes writing assignments. These preliminary assignments may serve as building blocks for the final written work, but they also allow for creative exploration and adaptation in the writing process. This approach aims to nurture students' writing skills and encourage meaningful self-expression.
ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 5: Affirms Students

Writing - Language Development Focus (ELD 3)

Vocabulary: Students will practice thematic vocabulary relevant to the unit, as well as narrative writing terms such as *character, setting, conflict, dialogue, sequence,* and *resolution.*

Sentence Structures: Provide sentence starters and frames to guide narrative development (e.g., *At the beginning of my story…*, *One challenge I faced was...*, *The most important moment was when...*).

Writing Process: Focus on planning, drafting, revising, and editing stages, with explicit instruction in organizing ideas, using transition words, and creating cohesive narratives.

Low-Stakes Writing: These writing tasks will allow students to explore different

	narrative elements, such as dialogue, descriptive language, and plot development, helping them build confidence and fluency in writing. **Oral and Written Reflection:** Throughout the unit, students will reflect on their writing process, using sentence frames to share progress and challenges (e.g., *I am working on improving…*, *In my next draft, I will add…*). **Community Engagement:** Each unit within the curriculum integrates personal agency projects centered on community engagement. These projects will offer students the opportunity to brainstorm, plan, and work toward meaningful initiatives. The projects can vary in scale, ranging from smaller projects that lead to a larger cumulative effort or stand-alone projects that align with specific unit themes. These projects should be developed based on student interests, and in some instances, co-constructed with the instructor, with the teacher adopting the role of a facilitator rather than the primary driver of the project. Students will be encouraged to explore and strategize how to address specific issues within their community, and these projects may have a policy-oriented focus or aim to showcase the wealth of knowledge and resources within the community. The scope of these projects can encompass their school, and the larger AUHSD community, or extend to the broader external community, giving students a platform to actively engage in community initiatives, develop critical problem-solving skills, and make a positive impact in the areas that matter to them. **ES Framework 10: Pursues Justice, Equity, Student Agency, and Self- Determination** **Soapbox Speeches**: Teachers can incorporate soapbox speeches for an assignment and connection piece to the unit. An option is for students to give speeches to the whole class, in small groups, to the school or even participate in the Soapbox Speech District Contest focusing on the 5Cs, student agency **ES Framework 8: Creates a Supportive Classroom Experience** **ES Framework 5: Affirms Students**

Unit Title	**Unit 3: What are key events that have shaped the diversity of the United States?**
Unit Summary	In this unit, students will study political and social challenges that have shaped the United States, with a particular emphasis on inclusivity and understanding diverse perspectives. The exploration of historic events will go beyond traditional narratives to encompass the experiences of communities of diverse groups. Key concepts to be explored encompass *racism*, *microaggressions*, *power dynamics*, and *privilege*, as well as the intersectionality of these issues with ability/disability, language barriers, etc. Students will engage in an examination of both past and contemporary movements that have played a pivotal role in shaping the way we perceive our values and make judgments within the United States, with an additional focus on the contributions, challenges, and resiliency of various populations. This unit aims to provide students with a multifaceted understanding of the nation's complex history and its ongoing societal transformations,

	promoting an inclusive perspective that considers the diverse populations that have shaped the American experience. Throughout the unit, students will have the opportunity to delve into research on historically significant events such as Black Lives Matters movement, Women's Rights, East LA Walkouts, the ban on Tucson Mexican American Studies, Asian American Civil Right Movement, Japanese Internment Camps, and the contemporary critiques of ethnic studies themes and concepts. They will also explore notable advocates. In addition to these events and figures, students will explore landmark cases in order to gain a more comprehensive understanding of the challenges and advancements related to the broader context of civil rights and social justice in the United States. Through guided discussions, the teacher will facilitate a thoughtful exploration of these topics, leading students to work together to answer the essential questions with reference to their own personal experiences and reflections. **Essential Questions** · How can we become agents for change? · What historical movements have advanced rights in the U.S? · What motivates people to resist oppression? **ES Framework 9: Analyzes Power** **ES Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination**
Summarize Key Assignments **(Suggested not required)**	**3.1** Students engage in a poetry study of authors of color. Teachers can refer to resources like poetryfoundation.org and the district's textbook to find poems that reflect the themes covered in this unit. They will delve into poems of protest and activism written by authors such as Amanda Gorman, Langston Hughes, Gwendolyn Brooks, Toni Morrison, Pablo Neruda, Gabriela Mistral, Sandra Cisneros, Victoria Chang, Garrett Hongo, and more. This unit aims to provide a holistic understanding of the historical and contemporary aspects of social justice advocacy and the power of poetry as a tool for expression and change. This unit encourages students to analyze poetry as a tool for expression and change while building language skills through close reading, discussion, and creative writing. Students write their own poems using the model and to assist students in writing poems, teachers provide a template or frame. Encourage students to share their reflections on the poems in small groups or class discussions, practicing academic language and using evidence from the text to support their ideas. Focus on key terms such as *activism, protest, justice, voice, resistance, expression,* and *solidarity* to help students discuss and analyze the themes in the poems. Provide sentence frames for written and oral analysis (e.g., *The poet uses imagery to show…*, *This poem is about…*, *The poem's message on social justice is…*), helping students articulate their interpretations of the poems. **ES Framework: Cultivates Understanding and Empathy, Affirms Students** **ES Framework 5: Affirms Students**

3.2 Students engage in researching and analyzing the landmark court case Mendez vs. Westminster - the 1946 class-action lawsuit that challenged the constitutionality of separate schools for Mexican American students in Southern California. Students can explore the effect that the ruling had on the public school system and how it led to other major changes relating to the civil rights and desegregation of students.

To support English language development, students will engage in vocabulary building, discussion strategies, and writing techniques tailored to their language proficiency levels. Possible projects may involve community mapping and Soapbox speeches that identify possible areas of need within a community. Students can participate in community discussion circles and build skills to promote their voice and agency.

ES Framework 1: Center Communities of Color
ES Framework 9: Analyzes Power
ES Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination

3.3 Students read and analyze the lives and contributions of key civil rights-era Black/African American social justice advocates and leaders. They will be guided by a set of fundamental questions aimed at deepening their understanding of the impact of protests and social justice movements. How have protests and social justice movements changed laws and attitudes toward people of color throughout history? What movements and changes have resulted from the efforts and work of these advocates? What roles does intersectionality play in these movements? Students research and do a padlet activity where they fill out what they have learned, how it has impacted them, and what changes still need to occur.

Introduce and practice key terms such as *protest*, *advocacy*, *civil rights*, *intersectionality*, *equity*, *justice*, *policy change,* and *activism* to help students engage with the content and discussions.

Use sentence frames to support students in writing and discussions (e.g., This advocate changed laws by…, One major impact of the movement was…, Intersectionality affects social justice movements by…, One way I see this has impacted me is ….., I think we still need to change ….)

ES Framework 6: Cultivates Understanding and Empathy
ES Framework 2: Fosters Intersectionality
ES Framework 4: Supports Anti-racism and Inclusivity

3.4 Students create a storyboard detailing the activism of Indigenous/Native American activists, This can be done in pairs or groups. Potential people include: Jihan Gearon (Navajo), Jessie Little Doe Baird (Mashpee Wampanoag), Billy Frank Jr. (Nisqually), Kyrie Irving (Standing Rock Lakota), Sven Haakanson Jr. (Sugpiaq), and more. Encourage students to collaborate in dividing research tasks, creating the storyboard, and discussing their findings, practicing language and communication skills throughout the process.

Students can continue to explore how their experiences relate to others of various cultures, the overall effect and/or changes that the events had on individuals and the

	community, and the possible areas of growth that need to be addressed. Introduce and practice terms related to activism and Indigenous/Native American issues such as *activism*, *advocacy*, *sovereignty*, *community*, *resistance*, and *heritage*. Provide sentence frames for writing and discussing their research (e.g., This activist worked on…, The impact of their work was…, They faced challenges such as…). **ES Framework 3: Highlights Pre-Colonial Knowledge and Worldviews** **ES Framework 1: Center Communities of Color** **ES Framework 5: Affirms Students** **ES Framework 10: Pursues Justice, Equity, Student Agency, and Self- Determination** **3.5** Students read and analyze the Lau v. Nichols case which was a 1974 landmark Supreme Court case that established the right of English learners to participate in public school programs. Objectives: Students will understand the **Lau v. Nichols** court case and its significance in the context of civil rights and language discrimination. ● Students will analyze the impact of the case on **education policies** and **ethnic communities** in the United States. ● Students will reflect on the broader social implications of language rights and discrimination against non-English speakers in the U.S. Introduce terms related to *equity*, *advocacy*, and *power dynamics*, such as *discrimination*, *legislation*, *rights*, *equity*, *advocacy*, and *power dynamics* to support students in discussing and analyzing the topic. Provide sentence frames for writing and discussions. **ES Framework 5: Affirms Students** **ES Framework 10: Pursues Justice, Equity, Student Agency, and Self- Determination**
Formative Assessments	**Novels:** During this academic quarter, students will have the opportunity to read a novel and engage in a comprehensive literary analysis project. Recommended novels: 1. ***The Magic Fish*** by Vietnamese author Trung Le Nguyen 2. ***Borders*** by Indigenous author Thomas King and illustrated by Natasha Donovan 3. ***The Beautiful Struggle*** by African American author Ta-Nehisi Coates 4. ***There, There*** by Tommy Orange 5. ***The Distance Between Us*** by Reyna Grande 6. ***The Barren Grounds*** by David Robertson Teachers will have the flexibility to determine which novels will be covered in each unit and how the analysis of the novels will be conducted. This approach allows for a tailored exploration of diverse literary works and offers students a chance to develop their critical thinking and analytical skills over the course of the quarter.

ES Framework 6: Cultivates Understanding and Empathy, Affirms Students
ES Framework 1: Center Communities of Color

Book Clubs: Students will partake in book clubs designed to explore diverse cultures through the lens of fiction. Depending on availability and preferences, teachers may opt to alternate with additional novels. Sample book choices include: ***Piecing Me Together*** and ***We Are Not From Here, Cemetery Boys, I Am Not Your Perfect Mexican Daughter, Boy 21.***
ES Framework 1: Center Communities of Color
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Reflection: Throughout this unit, students will be encouraged to write personal reflections. These reflections are meant to occur after each assignment or discussion, and the format can be flexible. The reflections will be guided by the following prompts:

> How does discussing this topic make you feel? Why do you think that is?
> This topic made me feel…. I think that because…..
>
> How does hearing others' thoughts and perspectives make you feel? Why do you think you feel that way?
> Hearing others' thoughts and perspectives…. I think that way because….

- **Personal Connection**: Discuss how the experience or reading relates to your own life. What specific moments or emotions did it evoke? (I felt.)
- **Analysis**: Analyze why this matters. What did you learn from it? How did it change or deepen your thinking? (I learned. Learning…changed or deepened my thinking because…)
- **Broader Impact**: Connect it to a larger theme or lesson. What does this moment/topic teach you about life, relationships, school, or the world around you? (This moment/topic teaches me…)

These prompts will help students connect their emotions and thoughts to the subject matter, fostering a deeper understanding of their own reactions and the perspectives of others.
ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Writing Focus: As part of the current unit of study, students will undertake the task of crafting an informative or expository piece of writing (PTA) relevant to the unit's topics. Teachers have the flexibility to adapt unit topics/themes for writing assignments as necessary. Throughout the unit, students should complete several low-stakes writing assignments. These preliminary assignments may serve as building blocks for the final written work, but they also allow for additional exploration and adaptation in the writing process. Combining low-stakes writing tasks in the context of the PTA supports students' fluency, development, organization, and mechanical skills—key elements of effective writing.
ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 5: Affirms Students

	Writing - Language Development Focus **Vocabulary:** Students will practice thematic vocabulary relevant to the unit. **Sentence Structures:** Provide sentence starters and frames to guide narrative development (e.g., At the beginning of my story…, One challenge I faced was..., The most important moment was when...). **Writing Process:** Focus on planning, drafting, revising, and editing stages, with explicit instruction in organizing ideas, using transition words, and creating cohesive narratives. **Low-Stakes Writing:** These writing tasks will allow students to explore different narrative elements, such as dialogue, descriptive language, and plot development, helping them build confidence and fluency in writing. **Oral and Written Reflection:** Throughout the unit, students will reflect on their writing process, using sentence frames to share progress and challenges (e.g., I am working on improving…, In my next draft, I will add…). **Community Engagement:** Each unit within the curriculum integrates personal agency projects centered on community engagement. These projects will offer students the opportunity to brainstorm, plan, and work toward meaningful initiatives. The projects can vary in scale, ranging from smaller projects that lead to a larger cumulative effort or stand-alone projects that align with specific unit themes. These projects should be developed based on student interests, and in some instances, co-constructed with the instructor, with the teacher adopting the role of a facilitator rather than the primary driver of the project. Students will be encouraged to explore and strategize how to address specific issues within their community, and these projects may have a policy-oriented focus or aim to showcase the wealth of knowledge and resources within the community. The scope of these projects can encompass their school, the larger AUHSD community, or extend to the broader external community, giving students a platform to actively engage in community initiatives, develop critical problem-solving skills, and make a positive impact in the areas that matter to them. **ES Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination**

Unit Title	**Unit 4: Diversity and Representation in Media**
Unit Summary	This unit explores the portrayal of Indigenous/Native American, Black/African American, Chicanx/Latinx, Asian/Asian American, and other underrepresented groups or individuals in media. Students will examine waves of representation across time, understanding how artists and advocates have broadened and challenged stereotypical narratives. The focus is on spotlighting diversity within underrepresented groups, emphasizing authentic storytelling and the intersectionality of race, ethnicity, and disability. Through this exploration, students develop critical thinking skills and gain insights into the influence of

media on perceptions of identity and community.

Essential Questions:

1. How does media representation reinforce stereotypes?
2. How does media representation influence societal views related to diversity and inclusion?
3. In what ways does the lack of diversity in media affect marginalized communities?
4. How has the portrayal of diverse identities evolved across different forms of media?
5. What role do creators, consumers, and industries play in shaping diverse narratives in media?
6. How have immigrant groups been represented in the media?

Racial and Ethnic Stereotypes

- **Examples:**
  - Black characters are often depicted as criminals or athletes.
  - Asian characters stereotyped as "model minorities," martial artists, or tech-savvy geniuses.
  - Latinx characters portrayed as laborers, criminals, or overly passionate romantics.
  - Indigenous people often reduced to "noble savages" or mystical guides.

Gender Stereotypes

- **Examples:**
  - Women shown as caregivers, homemakers, or overly emotional.
  - Men depicted as strong, assertive, or emotionally stoic.
  - Non-binary and gender-nonconforming individuals are rarely represented or misrepresented.

LGBTQ+ Stereotypes

- **Examples:**
  - Gay men shown as flamboyant or comedic sidekicks.
  - Lesbian women hypersexualized or portrayed as cold and detached.
  - Transgender individuals are often misrepresented or portrayed as deceptive.

Disability Stereotypes

- **Examples:**
  - People with disabilities portrayed as inspirational "heroes" or pitiable victims.
  - Characters with mental illness shown as violent or erratic.

Cultural and Religious Stereotypes

Examples:

	● Middle Eastern individuals are often depicted as terrorists. ● Muslims shown as oppressive or fanatical. ● Christians represented as overly judgmental or naive. ● Jewish individual are often depicted as stingy and frugal **ES Framework 6: Cultivates Understanding and Empathy, Affirms Students** **ES Framework 1: Center Communities of Color**
Summarize Key Assignments	**4.1 Media Analysis:** Analyze films, social media videos, posts, reels, sports games, TV shows, and advertisements for representation and/or underrepresentation and stereotypes. Students will choose a medium and conduct research on a topic such as character leads of color, represented ethnic groups vs stereotypes. They analyze the actors chosen for roles or how they are represented. The teacher should show a variety of examples to the class. Students will reflect on the diversity of characters and authors they notice. NOTE: Activities 4.2 - 4.5 can be completed as individual assignments for all students or as a jigsaw activity for students to explore concepts in small groups and share with the whole (see PTA option 4.6). **4.2** African Americans in Television and Film: Students will *explore and discuss* the questions: How have African Americans been represented or underrepresented in Hollywood? What stereotypes are reinforced through characters in the media? How have African American voices been rectified in recent media since the rise of social justice movements in society? How is colorism portrayed in media? Students will read (jigsaw, in pairs, etc) background articles related to the topic. Note: The teacher will find relevant and age appropriate clips from movies/shows to show students. The teacher should provide writing supports such as graphic organizers and revision checklists to help students produce clear and coherent reflections. Introduce and practice vocabulary related to intersectionality and identity, such as *intersectionality, identity*, *gender, sexuality, race/ethnicity*, *migration*, *language, disability*, and *privilege*. Use visual aids, word banks, and vocabulary activities to reinforce understanding. Offer sentence frames for low-stakes writing opportunities and academic speaking activities. **ES Framework 1: Center Communities of Color** **ES Framework 9: Analyzes Power** **ES Framework 1: Center Communities of Color** **4.3** Indigenous/Native American in Television and Film: Students will *explore and discuss* the questions: How have Native Americans been represented or underrepresented in Hollywood? What stereotypes are reinforced through characters in the media? How have Native American voices been rectified (represented) in recent media since the rise of social justice movements in society? Students *will watch* clips of Indigenous/Native American representation in animated movies. This can include short clips from Peter Pan, Pocahontas, Coco, etc. They will then

	write an op-ed addressing how films geared towards children can reinforce or challenge stereotypes. Support will be provided through graphic organizers, writing rubrics, and revision checklists to help students develop clear and persuasive arguments. Introduce and practice vocabulary related to media analysis and representation, such as *stereotypes, representation, portrayal, bias, media influence,* and *cultural sensitivity*. Use visual aids, glossaries, and context-based exercises to support vocabulary acquisition. Offer sentence frames for writing and discussing media portrayals (e.g., *The film portrays Native Americans as… which reinforces the stereotype of…*, *The stereotype challenged by this film is…*, *Recent media addresses this issue by…*). Practice these structures in writing and discussions to build proficiency. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Power** **4.4** Chicanos/Latinos in Television and Film: Students will *explore and discuss* the questions: How have Chicanos/Latinos been represented or underrepresented in Hollywood? What stereotypes are reinforced through characters in the media? How have Chicanx/Latinx voices been rectified (represented) in recent media since the rise of social justice movements in society? Students will read (jigsaw, in pairs, etc) background articles such as “New Study Finds That Popular Movies Continue to Marginalize Hispanic/Latinos” by USC Annenberg Inclusion Initiative. Provide discussion protocols and academic language supports to ensure students express their ideas clearly and engage in meaningful dialogue. Introduce key vocabulary related to media analysis and representation, such as *stereotype, representation, marginalization, diversity, inclusion,* and *cultural bias*. Use word walls, visual aids, and vocabulary exercises to help students understand and use these terms in context. Offer sentence frames for discussing and writing about representation (e.g., *The article highlights that Chicanx/Latinx are portrayed as…*, *This reinforces the stereotype of…*, *Recent media has changed these portrayals by…*). Use these frames in both written and oral tasks to build language proficiency. **ES Framework 1: Center Communities of Color** **ES Framework 9: Analyzes Power** **4.5** Asian Americans in Television and Film: Students will *explore and discuss* the questions: How have Asian Americans been represented or underrepresented in Hollywood? What stereotypes are reinforced through characters in the media? How have Asian American voices been rectified (represented) in recent media since the rise of social justice movements in society? How are South Asian and Pacific Islander communities included or not included in the umbrella term of Asian American. Students will then read (jigsaw, in pairs, etc) background articles such as “Stereotypes Are Rife Among Asian and Pacific Islander Film Roles, Study Finds” by Sarah Bahr or similar articles. Facilitate

	structured group discussions (ex: Socratic Seminars) where students share insights from their readings and media viewings. Provide discussion prompts and academic language support to help students articulate their ideas clearly and engage with peers in meaningful discussions. Introduce key vocabulary related to media representation and cultural analysis, such as *stereotype, representation, underrepresentation, inclusivity, social justice,* and *cultural identity*. Use word banks, vocabulary exercises, and visual supports to enhance students' understanding of key terms. Offer sentence frames to help students write and discuss media portrayals (e.g., *Asian Americans are often portrayed as…*, *This portrayal reinforces the stereotype of…*, *In recent media, the portrayal of Asian Americans has…*, *South Asians and Pacific Islanders are…*). Encourage students to use these sentence frames in both writing and oral discussions. **ES Framework 1: Center Communities of Color** **ES Framework 9: Analyzes Power** **4.6** Media Collage Project: Students create a visual collage or digital presentation (Slides, Canva, video recording) showcasing positive examples of diversity in media alongside gaps or problematic representations as a Performance Task Assessment. Support students creating a presentation by providing structure in organizing their information. Use peer review or small group feedback to help students refine their information. Offer sentence starters to help them explain their research process and findings clearly. Introduce key terms such as *diversity, representation, stereotype, inclusion, exclusion,* and *data analysis*. Use visual aids and vocabulary activities to help students understand and use these terms effectively in both oral and written tasks. Offer sentence frames to support students in writing about their data and presenting their findings (e.g., *In the show/movie ___, the lead characters are portrayed as...*, *This film includes ___ writers of color, which shows that…*, *The type of character commonly portrayed by people of color in this series is…*). Encourage the use of these frames in both written and oral presentations. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Power**
Formative Assessments	**Novels:** During this academic quarter, students will have the opportunity to read a novel and engage in a comprehensive literary analysis project. Recommended novels: 1. ***The Crossover*** by Kwame Alexander Teachers will have the flexibility to determine which novels will be covered in each unit and how the analysis of the novels will be conducted. This approach allows for a tailored exploration of diverse literary works and offers students a chance to develop their critical

thinking and analytical skills over the course of the quarter.
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students
ES Framework 1: Center Communities of Color

Book Clubs: Students will partake in book clubs designed to explore diverse cultures through the lens of fiction. Depending on availability and preferences, teachers may opt to alternate with additional novels. Sample book choices include: ***Piecing Me Together*** and ***We Are Not From Here, Cemetery Boys, I Am Not Your Perfect Mexican Daughter, Boy 21.***
ES Framework 1: Center Communities of Color
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Reflection: Throughout this unit, students will be encouraged to write personal reflections. These reflections are meant to occur after each assignment or discussion, and the format can be flexible. The reflections will be guided by the following prompts:

How does discussing this topic make you feel? Why do you think that is?
This topic made me feel…. I think that because…..

How does hearing others' thoughts and perspectives make you feel? Why do you think you feel that way?
Hearing others' thoughts and perspectives…. I think that way because….

- **Personal Connection**: Discuss how the experience or reading relates to your own life. What specific moments or emotions did it evoke? (I felt.)
- **Analysis**: Analyze why this matters. What did you learn from it? How did it change or deepen your thinking? (I learned. Learning…changed or deepened my thinking because…)
- **Broader Impact**: Connect it to a larger theme or lesson. What does this moment/topic teach you about life, relationships, school, or the world around you? (This moment/topic teaches me…)

ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 6: Cultivates Understanding and Empathy, Affirms Students

Writing Focus: As part of the current unit of study, students will undertake the task of crafting an op-ed on topics relevant to the unit's themes. Teachers have the flexibility to adapt unit themes for writing assignments as necessary. Throughout the unit, students are expected to complete a minimum of two low-stakes writing assignments. These preliminary assignments may serve as building blocks for the final written work, but they also allow for creative exploration and adaptation in the writing process. This approach aims to nurture students' writing skills and encourage meaningful self-expression and improvement.
ES Framework 8: Creates a Supportive Classroom Experience
ES Framework 5: Affirms Students

Writing - Language Development Focus

	Vocabulary: Students will practice thematic vocabulary relevant to the unit. **Sentence Structures:** Provide sentence starters and frames. (e.g. In the show/movie ___, the lead characters are portrayed as..., This film includes ___ writers of color, which shows that…, The type of character commonly portrayed by people of color in this series is…) **Writing Process:** Focus on planning, drafting, revising, and editing stages, with explicit instruction in organizing ideas, using transition words, and introductions and closings. **Low-Stakes Writing:** These writing tasks will allow students to explore different op-ed elements, such as clearly defined theme/topic, relevant and accurate research, voice, authentic audience, helping them build confidence and fluency in writing. **Oral and Written Reflection:** Throughout the unit, students will reflect on their writing process, using sentence frames to share progress and challenges (e.g., I am working on improving…, In my next draft, I will add…). **Community Engagement:** Each unit within the curriculum integrates personal agency projects centered on community engagement. These projects will offer students the opportunity to brainstorm, plan, and work toward meaningful initiatives. The projects can vary in scale, ranging from smaller projects that lead to a larger cumulative effort or stand-alone projects that align with specific unit themes. These projects should be developed based on student interests, and in some instances, co-constructed with the instructor, with the teacher adopting the role of a facilitator rather than the primary driver of the project. Students will be encouraged to explore and strategize how to address specific issues within their community, and these projects may have a policy-oriented focus or aim to showcase the wealth of knowledge and resources within the community. The scope of these projects can encompass their school, the larger AUHSD community, or extend to the broader external community, giving students a platform to actively engage in community initiatives, develop critical problem-solving skills, and make a positive impact in the areas that matter to them. **ES Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination**

Course Materials (anything listed will need IMRC approval, if not already on the approved list HERE)

Note: Any materials you list within your units will need to be approved by IMRC. This includes videos, articles, books, etc.

Required Textbook (Content Book): • Title, Author(s), Publisher,	Collections 9th Grade Student EditionKylene Beers, Martha Hougen, Carol Jago, William L. McBride, Erik Palmer, & Lydia Stac • ***The Magic Fish*** by Trung Le Nguyen (Vietnamese author) • ***The Beautiful Struggle***: A Memoir Adapted for Young Adults by Ta- Nehisi Coates (African American author)

Edition/Year, Website/URL	• ***Borders*** by Thomas King (Cherokee-Identified author) • ***The House on Mango Street*** by Sandra Cisneros (Latinx author)
Supplementary (Core Ethnic Studies Textbooks, Limit 2):	
Additional Texts (These texts must be approved by IMRC). Please review format here for each type of text. Indicate the type of text.	The Distance Between Us The Bear That Wasn't The Crossover

Teacher Reference Materials (books/articles/etc. to support the professional growth of future teachers of ethnic studies).

Implementation Considerations (List any potential costs)**:**

Education Division (Instructional Materials, Textbooks / Technology / Professional Development) Aligned to District initiatives and the AUHSD Course Catalog.	
Human Resources (Personnel) Changes in certificated job description, collective bargaining implications, employee evaluations, etc.	
Business and Finance (Funding, bidding, risk management, contracts) Start-up and on-going costs, financial agreements, and funding source. If categorical funding is required, indicate the funding source and the purpose. (Example: Title I	

funds for supplementary materials.)	
Maintenance and Operations Building and equipment installation and maintenance needs.	
Facilities (Facilities) Building or classroom modifications, state approval or authorization needs.	

Ethnic Studies Course Submission DRAFT- Eng 3

Original Course

Course Author Details

Course Author	Email Address	School Site
Geisy Arellano	arellano_g@auhsd.us	Polaris High School
Jessica MacCaskey	maccaskey_j@auhsd.us	Anaheim High School
Cyndi Ting	ting_c@auhsd.us	Savanna High School

Proposed Course Details

Proposed Course Title:	English 3 Ethnic Studies SDC
Subject Area/Department:	English
A-G Subject Area Requested:	B
Grade Level (Specifies appropriate grade levels for which the course is designed.)	English Grade 11
Semester or Year-Long:	Year-Long
Recommendations/ Prerequisites:	None
Does this course require the purchase of new textbooks or materials?	Yes - 2 core novels and supplementary materials
Does this course require the purchase of new technology?	None
Describe how this course fits within your department's current course offerings. What course would this be taking the place of?	This ethnic studies course can be taken in the place of English 3 SDC. It satisfies both the English 3 curriculum and standards as well as the AUHSD Ethnic Studies requirements..

Course Content

Course Purpose (Please provide a BRIEF description of the goals and expected outcomes.)	The aim of this course is to empower students with a heightened cultural, social, and political awareness of their individual ties to communities of color, as well as their role within the broader community and the global context. Through this course, students will develop a deeper comprehension of cultural diversity, fostering an environment of acceptance and empathy towards others.
Course Description (A brief description of distinguishing characteristics, content, and special relationships to other courses.) **THIS IS THE DESCRIPTION FOR THE COURSE CATALOG	English 3 Ethnic Studies extends beyond the conventional scope of learning, focusing on the profound societal impact that each student can have on their community and the world. It achieves this by encouraging students to express their agency and voice through the exploration of current social reforms, political movements, and social justice issues, enabling them to gain a holistic understanding of the world around them. Within this course, students embark on an exploration of the intricate and multifaceted experiences of Indigenous/Native American, Black/African American, Chicanx/Latinx, and Asian/Asian American and Pacific Islander communities. The overarching goal is to empower students from diverse backgrounds to champion justice and equity while honing their own agency and self-determination. As they progress through the curriculum, students will perceive themselves as active catalysts for change, informed about the dynamics of societal marginalization and power structures. This transformative experience cultivates increased social and political awareness and fosters deep respect for all cultures. **This course meets the English 3 and AUHSD Ethnic Studies graduation requirement.**

Unit 1	**Understanding Identity: The Untold Stories**
Unit Summary	**Students will take their first look at Ethnic Studies & Identity.To engage students in these topics, instructors must create a safe environment where students feel they can engage free from judgment or ridicule. This includes instructors presenting their own vulnerabilities in practice.** ● Students will explore their own identities (related to race/ethnicity, gender, sexuality, language, interest and more) through a variety of identities

	affirming activities. ● They will learn about intersectionality and have many opportunities to get to know more about their classmates' own identities and shared human experiences. ● They will be introduced to the experiences of Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American in all their complexity and diversity. ● They will learn about how language shapes our worldview, as well as how social media affects how we see ourselves and others. ● In this first unit, students gain experience engaging multiple perspectives, primarily the narrative voice in historically marginalized and racialized experiences. ● Students will participate in a variety of community-building activities designed to create trusting safe spaces. This is essential for the dialogue students will have in the classroom. ● Students will read, analyze, critically evaluate and write a series of personal and fictional narratives. The untold stories of marginalized and racialized communities/individuals will be the focus. **Recommended Novel:** *How to be an Anti-Racist by Ibram X. Kendi* **Essential Questions:** ● What is "identity" and does it mean to be labeled? ● What is the difference between race, ethnicity, and national origin? ● What does it mean to have multiple identities? ● How does social media impact how a person identifies themselves? How do we define ourselves?
Summarize Key Assignments	**1.1** Students will develop their self-awareness by having opportunities to explore their own traditions, identity, personal strengths, and culture through activities such as identity mandalas, identity collage, peer/peer interview, community photo projects, and other art projects (or written assignments at teacher discretion). **ES Framework 5: Affirms Students** **1.2** Students will analyze texts/media that center around the identities of Chicanx/Latinx through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Power**

	1.3 Students will analyze texts/media that center around the identities of Asian American Pacific Islanders through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r **1.4** Students will analyze texts/media that center around the identities of Black/African American through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r **1.5** Students will analyze texts/media that center around the identities of Indigenous/Native American through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r
Formative Assessments	**Note:** Students are taught to mark text to track their thinking using Cognitive Strategies for Reading (as modeled by the UCI Pathways project). Formative Assessment and classroom First Best Instruction is grounded in the Gradual Release of Responsibility model. Scaffolds are put in place for all students, regardless of academic ability and/or language proficiency. These may include, but are not limited to: discussion sentence frames, cognitive strategy sentence frames, explicit instruction on these scaffolds, reading log/annotation sentence frames, monitoring, etc. ● **Reflection:** Students will keep a journal that focuses on self-awareness and impact. ○ Why do words matter? ○ How have I been affected by words both positively and negatively? ○ Why does representation matter? ○ In what ways, will I feel more represented? ○ How has my perspective(s) been impacted by our class discussions? Journal can be shared in pairs, groups, whole class as appropriate. **ES Framework 5: Affirms Students**

	ES Framework 8: Creates a Supportive Classroom Experience **ES Framework 6: Cultivates Understanding and Empathy** ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss the essential questions. **ES Framework 1 : Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● **Book Club:** Each unit the teacher can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. ● **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● **Community Engagement:** Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 2	**Intersectionality and Media**
Unit Summary	**Students will be introduced to the concept of intersectionality and media bias as they relate to overlapping interdependent systems of advantage and disadvantage.** ● As the class continues its study through novels and non-fiction, students will continue analyzing documents of historical significance, using textual evidence, developing the author's claims, delineating and arguing claims. ● Students will detect main arguments, evaluate the lines of reasoning, identify possible bias, and synthesize ideas from multiple sources; additionally, students will study the more sophisticated differences between fact, informed opinion, belief and prejudice as well as logical fallacy. ● Students will evaluate how gender, race, and culture are depicted in advertisements, music, social media, retail, employment, income, etc. ● Students will analyze why social justice advocates and others assert that media bias creates a harmful environment for people of color, women, LGBTQIA+, disabled persons/people with disabilities, etc. ● Students will examine the use of media and accuracy, compare equity practices in other countries to elicit mastery of the standards-based content. ● Students will participate in class discussions, small groups, collaboration, various forms of class presentations, and engage in debate. ● Potential guest speakers (local organizations) may be a component to this unit. All guest speakers must be approved. **Essential Questions:** ● How are different Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American portrayed in the media and what impact do these representations have on society's perceptions and attitudes? ● How are gender roles, class, disability, LGBTQIA+, and other identities portrayed in the media and what impact do these representations have on society's perceptions and attitudes? ● How does having an intersectional lens support diverse identities and create empathy? ● How does analyzing different forms of media bias challenge internalized norms?
Summarize Key Assignments	**2.1** Students will reflect on implicit bias. They will watch a video on implicit bias (for example, *Who, Me? Biased?* from PBS LearningMedia) and engage in a conversation about their own levels of subconscious views, specifically about gender, sexuality, race, color, and socioeconomic status. They will then write a short summary reflection about the discussion. Summary can be in a variety of formats (ex. Padlet, Ekadence, a visual, etc) **ES Framework 5: Affirms Students**

	ES Framework 6: Cultivates Understanding and Empathy **2.2** Students will be introduced to the terms and use of microaggression and intersectionality through a series of activities. Students will work in groups to collect data and analyze the way the media (social media, news, magazines, political cartoons) portrays the different groups listed above. After gathering data, students will analyze whether these representations create a positive or negative impact. Students will create a visual representation of their findings (e.g., a slideshow, infographic, or poster).Including key examples, analysis, and recommendations for more equitable media portrayals. Students will present their findings to the class, highlighting the importance of combating stereotypes and embracing intersectional perspectives. **ES Framework 2: Fosters Intersectionality** **2.3** Activity: Students will explore how different aspects of identity intersect by interviewing family members, peers, or community leaders about their experiences with race, class, gender, and ability. This will help students recognize the complexity of people's lives. **ES Framework 1: Center Communities of Color** **ES Framework 2: Fosters Intersectionality** **ES Framework 6: Cultivates Understanding and Empathy** **2.4** Students will compile their interviews in a digital presentation (podcast, Google Slides, video, etc). After the presentations, students will have a discussion about commonalities in order to recognize trends and build empathy. **ES Framework 6: Cultivates Understanding and Empathy**
Formative Assessments	● **Reflection: Possible questions for reflection as part of the journal writing:** ○ Have you ever faced a challenge or responsibility that felt too big for you? How did you handle it, and what did you learn from that experience? ○ Can you think of a time when you had to stand up for something you believed in, even though it was hard? How did you feel, and what happened because of your actions? ○ How do you feel you have been represented in the media? What changes do you feel need to be made to accurately represent you in a positive light? ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data from 2.2 and identify potential harms that occur when there is a lack of representation of texts written by authors

	of color in literary works. **ES Framework 1: Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. ● **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 3	**Education and Inequity**
Unit Summary	**In this unit, students will research the historical events focused on the experience of students of color in education systems.** ● Students will look at historical education court cases such as Mendez vs.

	Westminster and Tape vs. Hurley, which challenged the segregation of Chinese Americans. ● They will look at other cases and movements that supported equality in education, including but not limited to special education. ● Students will work in community circles to discuss the effects of segregation and the discourse around "separate but equal" policies specific to the Black/African American communities. ● They will learn about the Chicano Movement and the East La Blowouts, the passage of Prop 187 in California and the Dreamers Movement and Deferred Action for Childhood Arrivals (DACA). ● Students will learn about Native American boarding schools and how Native American families resisted. ● To lead the study of argumentative writing, students will learn the differences between fact, informed opinion, belief and prejudice and their rightful or misplacement in academic argument. ● As the class continues its study through novels and non-fiction, students will continue analyzing documents of historical significance, using textual evidence, developing the author's claims, delineating and arguing claims. ● **Recommended novel:** *Just Like Us by Helen Thorpe* **Essentials Questions:** ● How do government policies produce exclusion or inclusion into society? ● How have schools impacted communities of color? ● How have people fought for access to education?
Summarize Key Assignments	**3.1** Students will create a visual and plurilingual representation (example storyboard, video, slides, comic strip, etc) of their schooling journey. The share-out format will be up to the teacher and the students. **Framework 2: Fosters Intersectionality** **Framework 5: Affirms Students** **Framework 6: Cultivates Understanding and Empathy** **3.2** Students will work together to research school segregation court cases. Major court cases include: Tape vs. Hurley, Brown vs. Board of Education, Board of Education v. Rowley (IDEA), Mendez vs. Westminster, and the Lemon Grove Incident. The research will answer the questions: How and why has the education system been exclusionary and how have communities fought for inclusion and change? (or other visual/media project) that tells the story of their particular case. Possible group project - research one of the above cases, create a google slide presentation, and present findings to the rest of class (include facts about case,

	implications of decision, and whether the issue has been completely resolved or not. **Framework 1: Centers Communities of Color** **Framework 6: Cultivates Understanding and Empathy** **Framework 9: Analyzes Power** **3.3** Students will engage in multiple dialogue strategies (socratic seminar, small group, whole group, fishbowl, peardeck, discussion board, four corners, agree/disagree statement, etc) that address the questions: What have been your experiences in schooling? How do you think your family has experienced schools? How do you think being part of a community of color impacts our experiences in school? How can schools continue to make school environments more equitable and inclusive? Teachers will then use strategies to collect themes from the multiple dialogues to be used for student reflection (ex. Picture, writings, word wall, meme etc.) **Framework 9: Analyzes Power** **Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination** **3.4** Students will read texts regarding the school to prison pipeline. Students will address questions such as: What is the school to prison pipeline? What are the causes and impacts of the school to prison pipeline on communities of color in relation to gender, disability, and sexuality? How have communities advocated to disrupt the school to prison pipeline? **Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination** **3.5** Students will write a micro essay that synthesizes key insights from sources and class discussions on the progress and challenges in achieving equity in education. Students will complete several revisions with instructor and peer feedback provided throughout the process. **Framework 10: Pursues Justice, Equity, Student Agency and Self- Determination**
Formative Assessments	● **Reflection: Students will develop and reflect on a timeline to demonstrate the progress we have made towards a more inclusive educational system.** ○ What were the most important events or changes on the timeline that helped make education more inclusive? Why do you think they were significant? ○ How have these changes impacted students, teachers, and schools? Can you think of examples in your own school or life? ○ What do you think still needs to be done to make education even more inclusive? How can students like you help create change?

	● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data and identify potential harms that occur when there is a lack of representation of texts written by authors of color in literary works. **ES Framework 1: Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. ● **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 4	Our Communities
Unit Summary	**This particular unit is ongoing and will require synthesis of course material and continuous organizing and action-based civic engagement.** Students will implore critical thought and expression to create an impetus for social change. This provides students with an opportunity to listen and speak while demonstrating conceptualized ideas and skills. Students will be given various opportunities to participate in direct action in their communities and with community collaborators. Students will investigate various civic and community engagement/action opportunities. These should be initiated by students in their increased awareness and research of public policy and action within racialized communities and social justice efforts, be it local, state-wide, or national-level organizing. Local, community issues may include policing in Anaheim, infrastructure and race, political representation, interfaith community building, and gentrification, to name a few of the ongoing local issues. Students will continue to keep Reading/Thought logs or Interactive Notebooks as part of their daily active reading using Cognitive Strategies. Students will also read non-fiction choices from the classroom library. Excerpts of "Classical" American literature (e.g. *The Great Gatsby, The Catcher in the Rye)* can reveal to students the privilege of the American Dream versus the complexities in marginalized communities focusing in particular on BIPOC, Latinx and AAPI. Students will continue to participate in class discussions, small groups, various forms of class presentations, and engage in debate.
Summarize Key Assignments	1. <u>Brainstorm issues or assets in community (Use Needs and Assets Survey)</u> a. Students identify issues/assets b. Students come up with themes c. Students identify data that needs to be collected in order to be more informed on issues 2. <u>Analysis</u> a. Students will organize data collected into themes (identify trends, outliers, identify **deficit lens** in looking at data, etc). b. Students will frame the issue that they are addressing based on that theme c. Students will identify decision makers or people who hold the power. 3. <u>Create an action plan</u> a. Students will select a community issue to focus on

	b. Students will identify their target audience c. Students will draft an argumentative essay/letter/speech imploring the appropriate person to make the outlined change 4. <u>Implement action plan and share out</u> a. Students will present their action plan to their target audience (principal, school board, city council, etc.) **Assignment Overview:** In this assignment, you will engage in a community scoping exercise to identify both the challenges (issues) and strengths (assets) within a particular community. This process is vital for understanding the community's dynamics and can serve as a foundation for future community development initiatives. **Assignment Instructions:** Select a Community: Choose a specific community or neighborhood to focus on. This could be a community you are familiar with or one that interests you. **Research and Observation:** Conduct research to gather information about the selected community. You can use local news, community reports, or online resources to gain insights. If possible, visit the community and observe its physical, social, and economic characteristics. Take notes and photos to document your observations. **List of Issues (Challenges)**: Identify and list the issues or challenges that the community faces. These could include social, economic, environmental, or other concerns. Local, community issues may include policing in Anaheim, infrastructure and race, political representation, interfaith community building, gentrification, to name a few of the ongoing local issues. Explain each issue briefly, providing context and background information. **List of Assets (Strengths)**: Identify and list the assets or strengths within the community. These could encompass community organizations, cultural heritage, natural resources, or any positive attributes. Explain each asset briefly, highlighting its significance and positive impact. **Community Perspectives:** If possible, engage with community members, leaders, or local experts to gain their

	insights on the identified issues and assets. Their perspectives can provide valuable context and depth to your analysis. **Assignment Report:** Compile your findings into a well-organized report. Use clear headings for issues and assets. Students can create a Public Service Announcement for a chosen social/racial justice issue. Students will organize around local, community issues that are ongoing and/or arise within the socio-political landscape. Students can create an argument synthesizing several sources from this course. This will lead to documentary awareness video/project, podcast, a Ted Talk type presentation, or any other published media. Reflect on the interplay between the issues and assets. How might the strengths be leveraged to address the challenges? **Presentation (Optional):** As an option, create a presentation to share your findings with the class, highlighting key issues and assets in the community. Encourage classmates to provide their perspectives and suggestions for addressing the identified issues and leveraging the assets.
Formative Assessments	Formative Assessment: Students will continue to receive individualized feedback on their argument writing and other genres of expression. Students will write poetry and other modes of writing to identify the experiences of marginalized and racialized communities and economic disparity in this country. Students collaborate in small group settings to discuss author's points of view as they show mastery and understanding by building on characterization and perspective. Students will regularly participate in class discussions, reflective writing, and various modes of discourse (definition, cause and effect, etc.). Students will continue to record insights in an Interactive Notebook or Thought/Reading Log using Cognitive Strategies. Formative Assessment is continuously based in the Gradual Release of Responsibility model and scaffolds are introduced throughout the course content. ● **Reflection: Possible questions for reflection as part of the journal writing:** ○ What did you learn about your community's problems and strengths during this project? What was the most surprising thing you discovered? ○ How did looking for patterns and unusual data help you decide which issue to focus on? How did it help you come up with ideas for solutions?

	○ How did knowing who has the power to make changes affect your plan? What was hard or exciting about sharing your ideas with them? ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data and identify potential harms that occur when there is a lack of representation of texts written by authors of color in literary works. **ES Framework 1 : Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Course Materials (anything listed will need IMRC approval, if not already on the approved list HERE)

Note: Any materials you list within your units will need to be approved by IMRC. This includes videos, articles, books, etc.

Required Textbook (Content Book): ● Title, Author(s), Publisher, Edition/Year, Website/URL	Collections 11th Grade Student Edition by Kylene Beers, Martha Hougen, Carol Jago, William L. McBride, Erik Palmer, & Lydia Stack Houghton Mifflin Harcourt Collections
Supplementary (Core Ethnic Studies Textbooks, Limit 2):	● *How to be an Anti-Racist*, Ibram X. Kendi, Random House, 2019 ● *Just Like Us: The True Story of Four Mexican Girls Coming of Age in America*, Helen Thorpe, 2009
Additional Texts (These texts must be approved by IMRC). Please review format here for each type of text. Indicate the type of text.	● *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class*

Ethnic Studies Course Submission DRAFT- Eng 4

Original Course

Course Author Details

Course Author	Email Address	School Site
Geisy Arellano	arellano_g@auhsd.us	Polaris High School
Jessica MacCaskey	maccaskey_j@auhsd.us	Anaheim High School
Cyndi Ting	ting_c@auhsd.us	Savanna High School

Proposed Course Details

Proposed Course Title:	English 4 Ethnic Studies SDC
Subject Area/Department:	English
A-G Subject Area Requested:	B
Grade Level (Specifies appropriate grade levels for which the course is designed.)	12th Grade
Semester or Year-Long:	Year-Long
Recommendations/ Prerequisites:	None
Does this course require the purchase of new textbooks or materials?	Yes - 2 core novels and supplementary materials
Does this course require the purchase of new technology?	No
Describe how this course fits within your department's current course offerings. What course would this be taking the place of?	This ethnic studies course can be taken in the place of English 4 SDC. It satisfies both the English 4 curriculum and standards as well as the AUHSD Ethnic Studies requirements..

Course Content

Course Purpose (Please provide a BRIEF description of the goals and expected outcomes.)	The aim of this course is to empower students with a heightened cultural, social, and political awareness of their individual ties to communities of color, as well as their role within the broader community and the global context. Through this course, students will develop a deeper comprehension of cultural diversity, fostering an environment of acceptance and empathy towards others.
Course Description (A brief description of distinguishing characteristics, content, and special relationships to other courses.) **THIS IS THE DESCRIPTION FOR THE COURSE CATALOG	English 4 Ethnic Studies extends beyond the conventional scope of learning, focusing on the profound societal impact that each student can have on their community and the world. It achieves this by encouraging students to express their agency and voice through the exploration of current social reforms, political movements, and social justice issues, enabling them to gain a holistic understanding of the world around them. Within this course, students embark on an exploration of the intricate and multifaceted experiences of Indigenous/Native American, Black/African American, Chicanx/Latinx, and Asian/Asian American and Pacific Islander communities. The overarching goal is to empower students from diverse backgrounds to champion justice and equity while honing their own agency and self-determination. As they progress through the curriculum, students will perceive themselves as active catalysts for change, informed about the dynamics of societal marginalization and power structures. This transformative experience cultivates increased social and political awareness and fosters deep respect for all cultures. **This course meets the English 4 and AUHSD Ethnic Studies graduation requirement.**

Unit 1	**Understanding Identity: The Untold Stories**
Unit Summary	**Students will take their first look at Ethnic Studies & Identity. To engage students in these topics, instructors must create a safe environment where students feel they can engage free from judgment or ridicule. This includes instructors presenting their own vulnerabilities in practice.** ● Students will explore their own identities (related to race/ethnicity, gender,

	sexuality, language, interest and more) through a variety of identities affirming activities. ● They will learn about intersectionality and have many opportunities to get to know more about their classmates' own identities and shared human experiences. ● They will be introduced to the experiences of Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American in all their complexity and diversity. ● They will learn how language shapes our worldview, as well as how social media affects how we see ourselves and others. ● In this first unit, students gain experience engaging multiple perspectives, primarily the narrative voice in historically marginalized and racialized experiences. ● Students will participate in a variety of community building activities designed to create trusting safe spaces. This is essential for the dialogue students will have in the classroom. ● Students will read, analyze, critically evaluate and write a series of personal and fictional narratives. The "untold" stories of marginalized and racialized communities/individuals will be the focus. **Recommended Novel:** *Between the World and Me by Ta-Nehisi Coates* **Essential Questions:** ● What is "identity" and does it mean to be labeled? ● What is the difference between race, ethnicity, national origin? ● What does it mean to have multiple identities? ● How does social media impact how a person identifies themselves? How do we define ourselves?
Summarize Key Assignments	**1.1** Students will develop their self-awareness by having opportunities to explore their own traditions, identity, personal strengths, and culture through activities such as identity mandalas, identity collage, peer/peer interview, community photo projects, and other art projects (or written assignments at teacher discretion). **ES Framework 5: Affirms Students** **1.2** Students will analyze texts/media that center around the identities of Chicanx/Latinx through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r

	1.3 Students will analyze texts/media that center around the identities of Asian American Pacific Islanders through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r **1.4** Students will analyze texts/media that center around the identities of Black/African American through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r **1.5** Students will analyze texts/media that center around the identities of Indigenous/Native American through strategies such as thought log, interactive notebook, dialectical journals, etc. **ES Framework 1: Center Communities of Color** **ES Framework 6: Cultivates Understanding and Empathy** **ES Framework 9: Analyzes Powe**r
Formative Assessments	**Note:** Students are taught to mark text to track their thinking using Cognitive Strategies for Reading (as modeled by the UCI Pathways project). Formative Assessment and classroom First Best Instruction is grounded in the Gradual Release of Responsibility model. Scaffolds are put in place for all students, regardless of academic ability and/or language proficiency. These may include, but are not limited to: discussion sentence frames, cognitive strategy sentence frames, explicit instruction on these scaffolds, reading log/annotation sentence frames, monitoring, etc. ● **Reflection:** Students will keep a journal that focuses on self-awareness and impact. ○ Why do words matter? ○ How have I been affected by words both positively and negatively? ○ Why does representation matter? ○ In what ways, will I feel more represented? ○ How has my perspective(s) been impacted by our class discussions? Journal can be shared in pairs, groups, whole class as appropriate.

	ES Framework 5: Affirms Students **ES Framework 8: Creates a Supportive Classroom Experience** **ES Framework 6: Cultivates Understanding and Empathy** ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss the essential questions. **ES Framework 1: Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● **Book Club:** Each unit the teacher can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. ● **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● **Community Engagement:** Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 2	**Intersectionality and Media**
Unit Summary	**Students will be introduced to the concept of intersectionality and media bias as they relate to overlapping interdependent systems of advantage and disadvantage.** ● As the class continues its study through novels and non-fiction, students will continue analyzing documents of historical significance, using textual evidence, developing the author's claims, delineating and arguing claims. ● Students will detect main arguments, evaluate the lines of reasoning, identify possible bias, and synthesize ideas from multiple sources; additionally, students will study the more sophisticated differences between fact, informed opinion, belief and prejudice as well as logical fallacy. ● Students will evaluate how gender, race, and culture are depicted in advertisements, music, social media, retail, employment, income, etc. ● Students will analyze why social justice advocates and others assert that media bias creates a harmful environment for people of color, women, LGBTQIA+, disabled persons/people with disabilities, etc. ● Students will examine the use of media and accuracy, compare equity practices in other countries to elicit mastery of the standards-based content. ● Students will participate in class discussions, small groups, collaboration, various forms of class presentations, and engage in debate. ● Potential guest speakers (local organizations) may be a component to this unit. All guest speakers must be approved. **Essential Questions:** ● How are different Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American portrayed in the media and what impact do these representations have on society's perceptions and attitudes? ● How are gender roles, class, disability, LGBTQIA+ and other identities portrayed in the media and what impact do these representations have on society's perceptions and attitudes? ● How does having an intersectional lens support diverse identities and create empathy? ● How does analyzing different forms of media bias challenge internalized norms?
Summarize Key Assignments	**2.1** Students will reflect on implicit bias. They will watch a video on implicit bias (for example, *Who, Me? Biased?* from PBS LearningMedia) and engage in a conversation about their own levels of subconscious views, specifically about gender, sexuality, race, color, and socioeconomic status. They will then write a short summary reflection about the discussion. Summary can be in a variety of formats (ex. Padlet, Ekadence, a visual, etc) **ES Framework 5: Affirms Students**

	ES Framework 6: Cultivates Understanding and Empathy **2.2** Students will be introduced to the terms and use of microaggression and intersectionality through a series of activities. Students will work in groups to collect data and analyze the way the media (social media, news, magazines, political cartoons) portrays Indigenous/Native American, Black/African American, Chicanx/Latinx and Asian/Asian American . After gathering data, students will analyze whether these representations create a positive or negative impact. Students will create a visual representation of their findings (e.g., a slideshow, infographic, or poster).Including key examples, analysis, and recommendations for more equitable media portrayals. Students will present their findings to the class, highlighting the importance of combating stereotypes and embracing intersectional perspectives. **ES Framework 2: Fosters Intersectionality** **2.3** Activity: Students will explore how different aspects of identity intersect by interviewing family members, peers, or community leaders about their experiences with race, class, gender, and ability. This will help students recognize the complexity of people's lives. **ES Framework 1: Center Communities of Color** **ES Framework 2: Fosters Intersectionality** **ES Framework 6: Cultivates Understanding and Empathy** 2.4 Students will compile their interviews in a digital presentation (podcast, google slides, video, etc). After the presentations, students will have a discussion about commonalities in order to recognize trends and build empathy. **ES Framework 6: Cultivates Understanding and Empathy**
Formative Assessments	● **Reflection: Possible questions for reflection as part of the journal writing:** ○ Have you ever faced a challenge or responsibility that felt too big for you? How did you handle it, and what did you learn from that experience? ○ Can you think of a time when you had to stand up for something you believed in, even though it was hard? How did you feel, and what happened because of your actions? ○ How do you feel you have been represented in the media? What changes do you feel need to be made to accurately represent you in a positive light? ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data from 2.2 and identify potential

	harms that occur when there is a lack of representation of texts written by authors of color in literary works. **ES Framework 1 : Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. ● **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 3	**Immigration**
Unit Summary	**This unit explores the historical and contemporary experiences of immigrant and marginalized communities, highlighting key events such as the Chicano Movement,**

	the East LA Blowouts, and the Dreamers Movement. Students will examine the cultural contributions of immigrants, the challenges faced by refugees and asylum seekers, and the systemic barriers like redlining and exclusionary policies that have shaped immigrant communities in the United States. ● Students will learn about the Chicano Movement and the East La Blowouts, the passage of Prop 187 in California and the Dreamers Movement and Deferred Action for Childhood Arrivals (DACA). ● Cultural contribution of immigrants ● Refugees and asylum seekers ● Push and pull factors ● Chinese Exclusion Act ● Afro Latino stories of immigration ● Redlining and Immigrant communities **Essentials Questions:** ● How have immigrant groups, like Chicanos and Afro-Latinos, used movements like the Chicano Movement and Dreamers Movement to fight unfair laws and policies, such as the Chinese Exclusion Act and Prop 187? ● What social, economic, and political reasons (push and pull factors) have caused people to move to the U.S., and how have these immigrant groups, including refugees and asylum seekers, shaped American culture? ● How have unfair practices like redlining and immigration laws affected where immigrants live, and what impact does this have on their access to education, jobs, and resources? **Recommended Novel:** *The Good Immigrant by Nikesh Shukla and Chimene Suleyman*
Summarize Key Assignments	**3.1 Push and Pull Factors Graphic Organizer and Discussion** ● **Objective:** Identify and explain the reasons people migrate to the U.S. ● **Activity:** ○ Read a short story or article about an immigrant's journey (e.g., a refugee or asylum seeker). ○ Complete a graphic organizer where students sort different "push" (reasons to leave their country) and "pull" (reasons to come to the U.S.) factors. ○ Speaking component: In pairs, have students choose one push and one pull factor to explain to the class. **3.2 Compare and Contrast Activity: Immigrant Communities Then and Now** ● **Objective:** Compare immigrant communities from different time periods (e.g., Chinese Exclusion Act vs. DACA/modern immigration). ● **Activity:**

	○ Read short summaries about the Chinese Exclusion Act and the Dreamers Movement. ○ Fill out a Venn diagram comparing how these two groups were treated and how they responded. ○ Writing component: Write a short reflection on how immigrant communities have changed over time. ○ Speaking component: In small groups, students share one similarity or difference they found. **3.3 Redlining Simulation and Class Discussion** ● **Objective:** Understand how redlining affects where immigrants and minorities live. ● **Activity:** ○ Show a simple map of redlined areas and explain redlining through a short, accessible video. ○ Students create a journal entry or comic strip where they imagine they are an immigrant family trying to find a home in a redlined area. ○ Speaking component: Conduct a class discussion on how redlining made life harder for immigrants, with students sharing their journal or comic. **3.4 Oral History Project: Immigrant Story Interview** ● **Objective**: Practice speaking, listening, and writing by interviewing someone about their immigration experience. ● **Activity**: ○ Students (with guidance) interview a family member or community member about their experience coming to the U.S. (or use a classroom-provided story if unavailable). ○ Write 3-5 sentences summarizing the person's story. ○ Speaking component: Share their interview in a small group or class circle. **3.5 Personal Response Essay: "Fighting for Fairness"** ● **Objective**: Write a short essay connecting the struggles of groups like Chicanos, Afro-Latinos, and Dreamers in their fight against unfair laws. ● **Activity**: ○ Read or watch a short, simplified text or video on the Chicano Movement and DACA. ○ Have students write a one-page response answering: "Why do you think immigrant groups fought against these laws? How did they make change happen?" ○ Speaking component: Share their essay with a partner or small group, explaining why they think this fight was important.

	Framework 1: Centers Communities of Color **Framework 2: Fosters Intersectionality** **Framework 5: Affirms Students** **Framework 6: Cultivates Understanding and Empathy**
Formative Assessments	● **Reflection:** Students will develop and reflect on a timeline to demonstrate the progress we have made towards a more inclusive educational system. ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data and identify potential harms that occur when there is a lack of representation of texts written by authors of color in literary works. **ES Framework 1 : Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Unit 4	Our Communities
Unit Summary	**This particular unit is ongoing and will require synthesis of course material and continuous organizing and action-based civic engagement.** Students will implore critical thought and expression to create an impetus for social change. This provides students with an opportunity to listen and speak while demonstrating conceptualized ideas and skills. Students will be given various opportunities to participate in direct action in their communities and with community collaborators. Students will investigate various civic and community engagement/action opportunities. These should be initiated by students in their increased awareness and research of public policy and action within racialized communities and social justice efforts, be it local, state-wide, or national-level organizing. Local, community issues may include policing in Anaheim, infrastructure and race, political representation, interfaith community building, and gentrification, to name a few of the ongoing local issues. Students will continue to keep Reading/Thought logs or Interactive Notebooks as part of their daily active reading using Cognitive Strategies. Students will also read non-fiction choices from the classroom library. Excerpts of "Classical" American literature (e.g. *The Great Gatsby, The Catcher in the Rye)* can reveal to students the privilege of the American Dream versus the complexities in marginalized communities focusing in particular on BIPOC, Latinx and AAPI. Students will continue to participate in class discussions, small groups, various forms of class presentations, and engage in debate.
Summarize Key Assignments	1. <u>Brainstorm issues or assets in community (Use Needs and Assets Survey)</u> a. Students identify issues/assets b. Students come up with themes c. Students identify data that needs to be collected in order to be more informed on issues 2. <u>Analysis</u> a. Students will organize data collected into themes (identify trends, outliers, identify **deficit lens** in looking at data, etc). b. Students will frame the issue that they are addressing based on that theme c. Students will identify decision makers or people who hold the power. 3. <u>Create an action plan</u>

	a. Students will select a community issue to focus on b. Students will identify their target audience c. Students will draft an argumentative essay/letter/speech imploring the appropriate person to make the outlined change 4. <u>Implement action plan and share out</u> a. Students will present their action plan to their target audience (principal, school board, city council, etc.) **Assignment Overview:** In this assignment, you will engage in a community scoping exercise to identify both the challenges (issues) and strengths (assets) within a particular community. This process is vital for understanding the community's dynamics and can serve as a foundation for future community development initiatives. **Assignment Instructions:** Select a Community: Choose a specific community or neighborhood to focus on. This could be a community you are familiar with or one that interests you. **Research and Observation:** Conduct research to gather information about the selected community. You can use local news, community reports, or online resources to gain insights. If possible, visit the community and observe its physical, social, and economic characteristics. Take notes and photos to document your observations. **List of Issues (Challenges)**: Identify and list the issues or challenges that the community faces. These could include social, economic, environmental, or other concerns. Local, community issues may include policing in Anaheim, infrastructure and race, political representation, interfaith community building, gentrification, to name a few of the ongoing local issues. Explain each issue briefly, providing context and background information. **List of Assets (Strengths)**: Identify and list the assets or strengths within the community. These could encompass community organizations, cultural heritage, natural resources, or any positive attributes. Explain each asset briefly, highlighting its significance and positive impact. **Community Perspectives:** If possible, engage with community members, leaders, or local experts to gain their

	insights on the identified issues and assets. Their perspectives can provide valuable context and depth to your analysis. **Assignment Report:** Compile your findings into a well-organized report. Use clear headings for issues and assets. Students can create a Public Service Announcement for a chosen social/racial justice issue. Students will organize around local, community issues that are ongoing and/or arise within the socio-political landscape. Students can create an argument synthesizing several sources from this course. This will lead to documentary awareness video/project, podcast, a Ted Talk type presentation, or any other published media. Reflect on the interplay between the issues and assets. How might the strengths be leveraged to address the challenges? **Presentation (Optional):** As an option, create a presentation to share your findings with the class, highlighting key issues and assets in the community. Encourage classmates to provide their perspectives and suggestions for addressing the identified issues and leveraging the assets.
Formative Assessments	Formative Assessment: Students will continue to receive individualized feedback on their argument writing and other genres of expression. Students will write poetry and other modes of writing to identify the experiences of marginalized and racialized communities and economic disparity in this country. Students collaborate in small group settings to discuss author's points of view as they show mastery and understanding by building on characterization and perspective. Students will regularly participate in class discussions, reflective writing, and various modes of discourse (definition, cause and effect, etc.). Students will continue to record insights in an Interactive Notebook or Thought/Reading Log using Cognitive Strategies. Formative Assessment is continuously based in the Gradual Release of Responsibility model and scaffolds are introduced throughout the course content. ● **Reflection: Possible questions for reflection as part of the journal writing:** ○ What did you learn about your community's problems and strengths during this project? What was the most surprising thing you discovered? ○ How did looking for patterns and unusual data help you decide which issue to focus on? How did it help you come up with ideas for solutions?

	○ How did knowing who has the power to make changes affect your plan? What was hard or exciting about sharing your ideas with them? ● **Dialogue:** Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss data and identify potential harms that occur when there is a lack of representation of texts written by authors of color in literary works. **ES Framework 1 : Centers Communities of Color** **ES Framework 2: Fosters Intersectionality** ● Book Club: Teachers decide which units will consist of book clubs. Teachers can decide to allow space for a book club in which the teacher identifies a collection of books that include ethnic studies themes. From the collection, students choose their own books for a book club. Students prepare for the book club meetups by reading and developing the structure of the book club that includes selecting passages, posing questions, etc. Book clubs generally meet once a week and collaborate with the teacher to determine how the learning will be shared with the class. **Book Club Collection:** *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian, Women, Race and Class* **ES Framework 8: Creates a Supportive Classroom Experience** ● Community Engagement: Each unit will gather information for a culminating project (unit 4) related to community engagement. Each unit should provide opportunities for students to brainstorm and work towards their project. These will be smaller projects leading to a large cumulative one. The project will be developed from student interest, in some cases co-constructed with the instructor, with the teacher serving more as a facilitator rather than lead. They must explore specific issues, and strategize on how to address these issues. These can be policy oriented or focus on showcasing community wealth and knowledge. The project can be about their school, within AUHSD, or the larger community. Students may examine how these stories may be shared or published with local leaders, policy makers, and communities to impart empathetic approaches to governing bodies and community engagement that affect them directly **ES Framework 10: Pursues Justice, Equity, Student Agency and Self-Determination**

Course Materials (anything listed will need IMRC approval, if not already on the approved list HERE)

Note: Any materials you list within your units will need to be approved by IMRC. This includes videos, articles, books, etc.

Required Textbook (Content Book): ● Title, Author(s), Publisher, Edition/Year, Website/URL	Collections 12th Grade Student Edition by Kylene Beers, Martha Hougen, Carol Jago, William L. McBride, Erik Palmer, & Lydia Stack Houghton Mifflin Harcourt Collections
Supplementary (Core Ethnic Studies Textbooks, Limit 2):	● *The Good Immigrant: 26 Writers Reflect on America*, Nikesh Shuklaand & Chimene Suleyman, Little, Brown, and Company, 2019 ● *Between the World and Me by Ta-Nehisi Coates*
Additional Texts (These texts must be approved by IMRC). Please review format here for each type of text. Indicate the type of text.	● *Just Mercy, Born a Crime, White Fragility, Lies My Teacher Told Me, Under the Feet of Jesus, Absolutely True Diary of a Part Time Indian,*

Anaheim Union High School District
Home-to-School (HTS) Reimbursement Transportation Plan
2024-25

Background:
Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before APRIL 1, 2025 in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

Transportation Department:

Description:
The District provides home-to-school transportation to students, as necessary, to ensure access to the education program, promote regular attendance, and reduce tardiness (Board Policy 5110 (3450)). The District prioritizes the needs of Unduplicated Students (Low-income, English Learners, and Foster Youth) and has designed transportation routes and stops within the district boundaries. Students access transportation services to and from school when the distance between their school-established bus stop and the school is beyond the minimum 2.5 miles (Board Policy 5110.1 (3541)). In 2023-2024 the District transported 1,551 students; 933 in general education, and 618 students with disabilities. The District has prioritized transportation for low-income students residing in the bussing boundaries of, and attending, Lexington Jr. High School, Oxford Academy, South Jr. High School, Sycamore Jr. High School, and Katella High School. The majority of the District-wide ridership that are non-special education students are primarily from schools with an 82% or higher low-income rate. ‘

The District's Transportation Department coordinates with the school sites to provide students with an intent to ride form. This form affirms that students live within the boundaries of the school site. Students are issued bus passes that they scan on and off the buses using the District's Zonar scanner. These scanners are used to maximize student safety in an event of an Emergency, by providing student demographic information.

Transportation Department

Description: The Transportation Department consists of 89, highly motivated staff serving the needs of Anaheim Union High School District's students. The pledge made by each driver and staff is to provide the safest, and most efficient transportation possible to students and schools. The District owns 93 buses (60 or less passengers), 80 buses are low/no emission, and currently operates 67 bus routes for students with disabilities and general education (inclusive of Low-income, English Learners, Foster Youth, and Mckinney-Vento/Homeless) students. These buses traveled a total of 707,682.4 miles in the 2023-24 year. The Transportation Department is proud of the diverse fleet of buses, and they are working towards maintaining a fleet that serves the environment and our community

Transportation Services:

1. **Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income.**

   Description: The District provides home-to-school transportation to students, as necessary, to ensure access to the education program, promote regular attendance, and reduce tardiness (Board Policy 5110 [3450]). The District prioritizes the needs of Unduplicated Students (Low-income, English Learners, and Foster Youth) and has designed transportation routes and stops within the District boundaries. Students access transportation services to and from school when the distance between their school-established bus stop and the school is beyond the minimum 2.5 miles (Board Policy 5110.1 [3541]). In 2023-24, the District transported 1,551 students; 933 in general education; and 618 students with disabilities. The District has prioritized transportation for low-income students residing in the bussing boundaries of, and attending, Lexington Junior High School, Oxford Academy, South Junior High School, Sycamore Junior High School, and Katella High School. The majority of the District-wide ridership that are general education students are primarily from schools with an 82 percent or higher low-income rate. The District's Transportation Department coordinates with the school sites to provide students with an intent to ride form. This form affirms that students live within the boundaries of the school site. Students are issued bus passes that they scan on and off the buses using the District's Zonar scanner. These scanners are used to maximize student safety in an event of an emergency, by providing student demographic information.

2. **Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.**

   Description: Pupils with Disabilities: The District provides appropriate transportation services for students with disabilities, when the District is the student's district of residence and the transportation services are required by the student's Individualized

Education Plan (IEP) or a 504 Accommodation Plan (Board Policy 5110.2 [3541.2]). In accordance with Board Policy 5110.2 (3541.2), the specific needs of the student is the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distance, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, mid-day or other transportation needs. Student Youth Services (SYS) communicates with the District Transportation Department to coordinate transportation services as specified in a student's IEP or 504 plan. The identified transportation needs are provided at no cost to the student, parent, and/or guardian. In 2023-24, the District provided home-to-school transportation to 618 students with disabilities in accordance with their IEP or 504 plan.

Homeless Students: The District provides home-to-school transportation to homeless students in accordance with law, Board Policy 5110.1(3541), and Administrative Regulations (42 USC 11432). Students designated as homeless are identified, monitored, and serviced by School Mental Health and Wellness, Mckinney-Vento/Foster Youth Programs. Under the direction of the Director of School Mental Health and Wellness, staff work to ensure homeless students are transported to and from school, as necessary. Upon identified need, homeless youth may receive a free bus pass to use the public bus system. All other transportation requests are sent to the District's School Mental Health and Wellness, Mckinney-Vento/Foster Youth office for review. The District transportation office is consulted to provide transportation on existing bus routes. On a case-by-case basis, students may receive door-to-door pick-up and drop-off, as a temporary service. All transportation services are provided for the current academic year, and reviewed each new academic school year.

3. **Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils.**

Description: The District considers the needs of unduplicated students in the development of all transportation services. Students receive District transportation services at no charge to the extent to which students are eligible and in accordance with law, Board Policy, and Administrative Regulation. The District provides home-to-school transportation to students, as necessary, to ensure access to the education program, promote regular attendance, and reduce tardiness (Board Policy 5110 [3450]). The District prioritizes the needs of unduplicated students (Low-income, English Learners, and Foster Youth) and has designed transportation routes and stops within the District's boundaries.

Foster Youth: The unique needs of foster youth students are identified, monitored, and serviced by School Mental Health and Wellness, McKinney-Vento/Foster Youth Programs. Under the direction of the Director of School Mental Health and Wellness, staff coordinate services for foster youth students living and/or attending schools within the boundaries of the District. Staff work to ensure foster youth students are transported

to and from school, as necessary. Following the evaluation of the students transportation needs the District provides the best available mode of transportation option for the foster youth student(s). Once transportation is deemed a need for a foster youth the District provides transportation at no cost to the students or family. Transportation to and from the school of origin and the foster placement, will be provided for the duration of the student's time in foster care as long as it continues to meet the student's needs. All transportation services are reviewed each new academic school year and/or upon change of foster care placement.

Consultations:

Enter description of the plan consultation (classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders).

Description: In accordance with Education Code 39800.1, the District sought input from Education Partners (students, parents, staff, school administrators, District Directors, District Coordinators and Regional Local Transit Authorities). The Transportation Department makes a concerted effort to gain input on how to best support and improve home-to-school transportation services for our students and community from our educational partners. Additionally, consultation took place at the District office between the Business office, Transportation Department, Special Youth Services, School Mental Health and Wellness, Mckinney-Vento/Foster Youth Programs, and the Educational Services Department.

Revenue Calculation:	**Amount:**
Total 2023-24 Transportation Expenses (Function 3600)	**$16,972,591.00**
Less Capital Outlay (object 6000, function 3600)	**$15,506**
Less Non-agency Expenditures (Goal 7110, 7150, function 3600)	**-**
Estimated 60% Reimbursement	**$10,174,251.00**
Less 2023-24 Transportation add-on (from LCFF Calculator)	**$782,974.00**
Total Revenue (Object 8590, Resource 000):	**$9,391,277.00**
Expenditures and Other Financing Uses:	
2000-2999 - Classified Salaries	**$5,622,064.00**

3000-3999 - Employee Benefits	**$3,457,229.00**
4000-4999 - Books and Supplies	**$1,004,193.00**
5000-5999 - Services and other Operating Expenditures	**($1,612,696.00)**
6000-6999 - Capital Outlay	**$15,506.00**
7000-7999 - Other Outgoing	**-**
Total Expenditures:	**$8,486,296.00**

Board Approval Date: (must be on or before April 1, 2025)
The Home-to-School (HTS) Reimbursement Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1

Resources:

California Education Code (EC) Section 39800.1:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39800.1.&lawCode=EDC

California Education Code (EC) Section 41850.1:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41850.1.&lawCode=EDC

Home-to-School Transportation Reimbursement FAQs:

https://www.cde.ca.gov/ls/tn/tr/#TransportationServicePlan

MR. HOLLAND'S OPUS
FOUNDATION

GRANT ACCEPTANCE AGREEMENT

Thoroughly review this agreement, then sign and return no later than **January 24, 2025.** Failure to do so may result in the cancellation of this award.

It is agreed that **The Mr. Holland's Opus Foundation's ("MHOF")** award of musical instruments, equipment, and related accessories outlined on Attachment A and their acceptance by **Dale Junior High School** of the **Anaheim Union High School District** in **Anaheim, California ("Grantee")** is subject to the following terms and conditions:

1. The award is made in support of music education at Dale Junior High School and not to any one or more teachers employed at Dale Junior High School. Transfer or loan of the donated instruments to a different school, including a different school in the Anaheim Union High School District is expressly prohibited, even in the case of music teacher turnover.

2. The grantee must complete a Receipt of Donated Instruments form when donated instruments arrive and have been inspected (to be completed by the music teacher, this form will be emailed to them).

3. If lending donated instruments to students for at-home learning / practice, teachers will execute a loan contract with guardians and implement regular inspection / accountability measures to ensure the instruments will be properly handled, stored, maintained and protected from damage or loss.

4. Teachers will thoroughly inspect all donated instruments upon receipt and notify the Foundation within 15 business days of the delivery if any instruments are damaged or defective. Teachers should retain any packaging materials for damaged instruments.

5. Include the donated instruments (makes, models and serial numbers) on the school/district's master inventory list for tracking and accountability purposes. It is highly recommended that the instrument inventory numbers assigned to the donated instruments include the letters "MHOF" for easy identification should an inventory check be conducted in the future.

6. Store instruments in a safe and secure designated area and undertake normal maintenance of the instruments to keep them in good repair.

7. Notify the Foundation in the future if the music teacher signing this agreement is no longer teaching at this school and provide the name, phone and email of the replacement teacher.

8. Notify the Foundation if the awarded music program is discontinued, or if donated instruments are not being used, and return all instruments to the Foundation within 60 days, at the school and/or school district's expense.

9. Provide photographs and/or videos of students and/or teachers with the donated instruments, and quotes or letters from the teacher, principal, or students, verifying that permission has been granted by the participants for their use by the Foundation and any other stated benefactor.

10. Credit The Mr. Holland's Opus Foundation and any other stated benefactor in any promotion of this grant, including press releases, printed programs, interviews, social media, etc.

11. The Mr. Holland's Opus Foundation reserves the right to rescind this grant if Dale Junior High School or Anaheim Union High School District fails to fulfill its obligations as provided herein. If the grant is rescinded, all

of the instruments must be promptly returned to The Mr. Holland's Opus Foundation. All return shipping expenses shall be paid by Dale Junior High School or Anaheim Union High School District.

By their signatures below, Principal Rafael Santiago and Music Teacher Jodi Urquidez of Dale Junior High School (i) acknowledge that they have read and understand this Grant Acceptance Agreement and (ii) agree to all terms as provided in this Grant Acceptance Agreement.

By their signature below, Superintendent Michael Matsuda, or by/through their delegated signature authority, of Anaheim Union High School District, (i) acknowledges that they have read and understand this Grant Acceptance Agreement and (ii) agrees to all terms as provided in this Grant Acceptance Agreement.

For the grantee:

Print Name _____

Signature _____ Date: _____

Principal, Dale Junior High School

Print Name Jodi Urquidez

Signature Jodi Urquidez Jodi Urquidez (Jan 10, 2025 14:55 PST) Date: 01/10/2025

Music Teacher, Dale Junior High School

Print Name Dr. Jaron Fried

Signature _____ Date: 3/7/25

Assistant Superintendent, Anaheim Union High School District

For the Mr. Holland's Opus Foundation:

Print Name Todd Shipley

Signature Todd H. Shipley Date: 01/16/2025

Program Director, The Mr. Holland's Opus Foundation

School Tax EIN Number: _____

ATTACHMENT A:
LIST OF DONATED MUSICAL INSTRUMENTS, EQUIPMENT, AND RELATED ACCESSORIES

The Mr. Holland's Opus Foundation awards the following musical instruments, equipment, and/or accessories to the aforementioned school listed on page one of this grant acceptance agreement.

Quantity	Make/Model	Type	Retail Each
2	Eastman/ETS281	Tenor Saxophone	$2,560.00
2	Eastman/ETB221	Trombone	$1,409.00
2	Eastman/EEP321	Euphonium	$2,299.00
2	Yamaha/MS-6314WR	Marching Snare Drum (Powerlite series)	$567.00
2	Yamaha/RM-PLS	Marching Snare Drum Carrier (Powerlite series)	$182.00
1	Yamaha/MQL-8023W	Marching Quad Drum (Powerlite series)	$996.00
1	Yamaha/RM-PLQ	Marching Quad Drum Carrier (Powerlite series)	$270.00
1	Yamaha/MB-6316WR	Marching Bass Drum 16" (White Gloss)	$590.00
1	Yamaha/MB-6318WR	Marching Bass Drum 18" (White Gloss)	$663.00
1	Yamaha/MB-6320WR	Marching Bass Drum 20" (White Gloss)	$706.00
3	Yamaha/RM-PLB	Marching Bass Drum Carrier	$182.00
1	Fender/0149903500	Electric Bass Guitar	$609.99
1	Fender/2370400000	Rumble 100 1x12 100W Bass Combo Amp	$330.00
1	Live Wire/GG20L	Guitar Cable Straight to Angle - Black, 20'	$41.99
1	Roland/KC-200	Keyboard Amplifier Standard	$599.99
1	Pearl/CRP1455103	Concert Snare Drum - 14 x 5.5"	$1,140.00
1	Pearl/CRP1455103	Concert Snare Drum Stand	$198.00
1	Yamaha/SBP0F50RB	Stage Custom 5-Piece Drum Set (Raven Black)	$1,351.20
6	Rico/RCB1025	Bb Clarinet Reeds, Box of 10 - Strength 2.5	$36.86
6	Rico/RCB1025	Bb Clarinet Reeds, Box of 10 - Strength 3	$36.86
6	Rico/RCB1035	Bb Clarinet Reeds, Box of 10 - Strength 3.5	$36.86
6	Rico/RJB1020	Alto Saxophone Reeds, Box of 10 - Strength 2	$51.19
6	Rico/RJB1025	Alto Saxophone Reeds, Box of 10 - Strength 2.5	$51.19
6	Rico/RJB1030	Alto Saxophone Reeds, Box of 10 - Strength 3	$51.19
6	Rico/RJB1035	Alto Saxophone Reeds, Box of 10 - Strength 3.5	$51.19
6	Rico/RKB1020	Tenor Saxophone Reeds, Box of 10 - Strength 2	$71.56
6	Rico/RKB1025	Tenor Saxophone Reeds, Box of 10 - Strength 2.5	$71.56

6	Rico/RKB1030	Tenor Saxophone Reeds, Box of 10 - Strength 3	$71.56
6	Rico/RKB1035	Tenor Saxophone Reeds, Box of 10 - Strength 3.5	$71.56
6	Rico/RLB1020	Baritone Saxophone Reeds, Box of 10 - Strength 2	$89.09
6	Rico/RLB1025	Baritone Saxophone Reeds, Box of 10 - Strength 2.5	$89.09
6	Rico/RLB1030	Baritone Saxophone Reeds, Box of 10 - Strength 3	$89.09
5	Rico/RLB1035	Baritone Saxophone Reeds, Box of 10 - Strength 3.5	$89.09
5	Martin Lesher/LESH-SOFT	Soft Oboe Reed	$18.19
5	Martin Lesher/L601MS	Medium Soft Oboe Reed	$17.60
5	Yamaha/YAC AS6C	6C Alto Saxophone Mouthpiece Standard	$59.99
5	Yamaha/YAC 1607	Alto Saxophone Ligature Standard	$11.49
5	Yamaha/YAC 1645P	Alto Sax Plastic Mouthpiece Cap Standard	$8.49
5	Yamaha/YAC TS3C	Tenor Saxophone Mouthpiece 3C	$62.99
5	Yamaha/YAC 1611	Tenor Sax Ligature Standard	$11.99
5	Yamaha/YAC 1650P	Tenor Sax Plastic Mouthpiece Cap Standard	$8.49
5	Yamaha/YAC BS5C	5C Baritone Saxophone Mouthpiece Standard	$99.99
5	Yamaha/YAC 1627	Baritone Saxophone Ligature	$15.99
5	Yamaha/	Baritone Saxophone Cap	$11.99
5	Yamaha/YAC CL3C	3C Bb Clarinet Mouthpiece Standard	$68.99
5	Yamaha/YAC 1601	Bb Clarinet Ligature Standard	$11.49
5	Yamaha/YAC 1640P	Bb Clarinet Plastic Mouthpiece Cap Standard	$7.49
4	Al Cass/341SG	Fast Valve, Slide, and Key Oil	$10.00

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and Benjamin Gonzalez("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025 through May 25, 2025.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

X Signed Agreement
X Insurance Certificate(s) and Endorsements (Section 10)
X Criminal Background Investigation Certification(s) (Section 16)
X W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of two thousand five hundred Dollars ($2500) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently

established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☑ No ☐ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified
under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. Compliance With Laws, Rules, and Regulations. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

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

13. Safety and Security. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. Employment With Another Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. **Termination**. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability**. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: sidhu_s@auhsd.us

Contractor
Benjamin Gonzalez

6812 Via Media Circle
Buena Park, CA 90620
Phone: 714-747-5428
Email: bmgvisuals00@gmail.com

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Benjamin Gonzalez

Date: 3/6/2025

By: _____

Print Name: Benjamin Gonzalez

Title: Consultant

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Benjamin Gonzalez is a creator and designer, specializing in marketing and communications. His experience spans roles in social media management, content creation, and brand strategy for organizations such as Pacific Crest Drum & Bugle Corps, Western Band Association (WBA), Peacocks Drum Major Competitions, and Winter Guard Association of Southern California (WGASC). In addition to his professional career, he also manages the YouTube channel 'MusicAmenities', blending his passion for storytelling with the musical arts, covering big events such as the San Diego Holiday Bowl Parade and the Pasadena Tournament of Roses Parade.

Mr. Gonzalez is being contracted to provide videographer services to our District Performing Arts events in order for students to have high quality archival footage for our students to use in their Performance Task Assessments and Capstone projects.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and Donald Brinegar("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025 through May 25, 2025.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

X Signed Agreement
X Insurance Certificate(s) and Endorsements (Section 10)
X Criminal Background Investigation Certification(s) (Section 16)
X W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of Seven Hundred Dollars ($700) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently

established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☑ No ☐ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. Compliance With Laws, Rules, and Regulations. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

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

13. Safety and Security. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. Employment With Another Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. Termination. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. Limitation of District Liability. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: sidhu_s@auhsd.us

Contractor
Donald Brinegar

12187 Clydesdale Dr
Rancho Cucamonga, CA 91739
Phone: 909-565-2971
Email: dlbrinegar@mac.com

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. Entire Agreement. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. Governing Law. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Donald Brinegar

Date: 3/6/2025

By: _____

Print Name: Donald Brinegar

Title: Consultant

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Donald Brinegar is a conductor, tenor soloist, voice instructor, educator and master class clinician. Professor Emeritus of Music at Pasadena City College, Brinegar directed the Choral Studies program at PCC for 36 years. Brinegar also conducts the Donald Brinegar Singers, a community choral ensemble in Pasadena, California, Director of Choruses for the Pasadena Symphony and POPS, and adjunct professor of voice at PCC. During the summers he is an adjunct professor of conducting and voice in the Cal State Los Angeles masters program in Choral conducting. Brinegar has published five books on Choral Music. His book "Pitch Perfect: A Theory and Practice of Choral Intonation" was released in December 2019 and has already been hailed as a singular contribution in the field of Choral Music. "Conducting Primer: Seven Principles of Choral Conducting" was published in May of 2020 and "Conducting Primer in Practice" was published in June 2020. Both books have received international critical acclaim.

Mr. Brinegar will be providing adjudication services for our 2025 AUHSD Choral Festival held in March at KPAC.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and John Sutton ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025, through May 25, 2025.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

X Signed Agreement
X Insurance Certificate(s) and Endorsements (Section 10)
X Criminal Background Investigation Certification(s) (Section 16)
X W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of Seven Hundred Dollars ($700) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently

established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☑ No ☐ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified
under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. Compliance With Laws, Rules, and Regulations. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

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

13. Safety and Security. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. Employment With Another Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. **Termination**. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability**. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: sidhu_s@auhsd.us

Contractor
John Sutton

931 Parkman St
Altadena, CA 91001
Phone: 626-969-7419
Email: jsutton@apu.edu

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts.** This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

John Sutton

Date: 2/5/25

By: John C. Sutton

Print Name: John Sutton

Title: Consultant

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

John Sutton, DMA has served the choral community of Los Angeles since 2000. His professional choral career spans over five decades of conducting in the community, church, academic, and professional settings. From major choral and instrumental works, concert and chamber choirs, to music for television and movies, Dr. Sutton is recognized for his ability to work with children, youth, adults, amateurs and professionals alike.

As a choral scholar, Dr. Sutton has studied with some of the most distinguished conductors in the field of choral music. Beyond his focused choral training in the university setting, John has studied and performed with notable choral luminaries such as Robert Shaw, Helmuth Rilling, Eric Ericson, Weston Noble, Frank Pooler, Howard Swan, Paul Salamunovich, Anton Armstrong, Eph Ely, Jerry Blackstone, and many others. His performance career has taken him throughout the United States and abroad in choral concert tours and recording projects, including performances at the iconic Walt Disney Concert Hall, the Kennedy Center, Lincoln Center, and Constitution Hall. His performance tours have taken him across the United States and around the world, conducting throughout Canada, Europe, Asia, and South America. Dr. Sutton holds degrees from Northwest University, San José State University and the University of California at Los Angeles, and continues to study with, and be influenced by his two mentoring professors, Dr. Charlene Archibeque (SJSU) and Professor Donald Neuen (UCLA).

Mr. Sutton will be providing adjudication services for our 2025 AUHSD Choral Festival held in March at KPAC.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025 , between the Anaheim Union High School District ("District") and Music Education Consultants, Inc. ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS , the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS , the Contractor agrees to perform the services described in this Agreement i n accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services** . The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term** . The term for services pursuant to this Agreement is from March 7, 2025 through June 30, 2025 .

3. **Submittal of Documents** . The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

   X Signed Agreement
   X Insurance Certificate(s) and Endorsements (Section 10)
   N/A Criminal Background Investigation Certification(s) (Section 16)
   X W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not to exceed One Thousand Two Hundred and Fifty Dollars ($1250) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☐ No ☑ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 **Other Insurance Provisions**. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. **Compliance With Laws, Rules, and Regulations**. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

12. **Permits/Licenses**. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

13. **Safety and Security**. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **Employment With Another Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. **Anti-Discrimination**. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. **Fingerprinting of Employees**. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. **Termination**. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability**. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: sidhu_s@auhsd.us

Contractor
Music Education Consultants, Inc.
Attn: Marcia Neel
2564 Farmington Ave.
Las Vegas, NV 89120
Phone: 702-630-0518
Email:marcia@musicedconsultants.net

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District	**Music Education Consultants, Inc.**
Date: 03/06/2025	Date: 01/29/2025
By: _____	By: Marcia Neel
Print Name: Jaron Fried, Ed.D.	Print Name: Marcia Neel
Title: Assistant Superintendent, Ed. Services	Title: President

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Marcia Neel will lead a districtwide professional development workshop for all vocal and instrumental music teachers on effective strategies to improve student retention in multi-year secondary music programs. With decades of experience in music education and program development, Ms. Neel offers invaluable expertise in creating engaging, sustainable music programs that benefit both students and the wider school community.

Held at Dale Junior High School, the workshop will equip teachers with actionable insights to foster meaningful, lasting music education experiences. Our district aims to not only enroll students in our vocal and instrumental programs but also retain their participation by offering enriching, impactful music education. The strategies shared in this workshop will help educators enhance student engagement and communicate the value of music education to parents and school communities, supporting program growth districtwide.

A 36-year veteran in public school music education, Marcia Neel has directed programs across Connecticut, Ohio, Massachusetts, and Nevada. She holds a Bachelor's in Music Education from Miami University and a Master's in History from UNLV. As Coordinator of Secondary Fine Arts for Clark County School District (CCSD) from 1994 to 2007, she expanded music education to over 55,000 students across middle and high schools, ensuring equitable access districtwide.

A committed advocate, Marcia has served as Nevada Music Educators Association President and Western Division President of MENC, and on Nevada's Goals 2000 Panel.

Currently, Marcia is President of Music Education Consultants, Inc. and Senior Director of Education for Yamaha Corporation of America, providing consulting and professional development across the U.S. She serves as Education Advisor to the Music Achievement Council and has delivered training in 41 states. Marcia has taught at Duquesne University, the Hartt School, and Villanova University and is a past recipient of the Disney Channel's National Performing Arts Teacher of the Year Award.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT
(NO FEE)

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and The Joyful Child Foundation - In Memory of Samantha Runnion ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025 through June 30, 2025.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

   ✓ Signed Agreement
   ✓ Insurance Certificate(s) and Endorsements (Section 10)
   ✓ Criminal Background Investigation Certification(s) (Section 16)

4. **Compensation**. Contractor agrees to provide Services at no cost.

5. **Independent Contractor**. Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint

venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance**.

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ✓ No ☐ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/

Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 Does this Agreement require driving? Yes ☐ No ✓
If yes, see below. If no, this provision is not applicable to this agreement.

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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after the date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Noncontributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. **Compliance With Laws, Rules, and Regulations**. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

12. **Permits/Licenses**. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

13. **Safety and Security**. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **Employment With Another Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. **Anti-Discrimination**. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. **Fingerprinting of Employees**. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ✓ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. **Termination**. Either Party may at any time for any reason terminate this Agreement. Written notice shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability**. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School
District Attn: Dr. Jaron Fried
Copy: Dr. Adela Cruz
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: cruz_a@auhsd.us

Contractor
The Joyful Child Foundation
Attn: Erin D. Runnion
PO Box 12680
Westminster, CA 92685
Phone: (714) 642-3301
Email: erin.runnion@thejoyfulchild.org

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

The Joyful Child Foundation

Date: January 31, 2025

By: Erin D. Runnion

Print Name: Erin D. Runnion

Title: Co-Founder/Executive Director

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Contractor shall:

Assist designated school staff with the implementation and operation of a BRAVE Club pilot program at Dale Junior High School to provide BRAVE safety education for middle school students and help their families understand and mitigate safety risks, as follows:

1. BRAVE Club:
    a. If requested, conduct an initial on-site kick-off session with the District's student club sponsor/facilitator and student club members to introduce BRAVE Club purpose, scope, pre-assessment data, logistics.
    b. Lead subsequent monthly BRAVE Club meetings via video conference under the supervision of the District's student club sponsor/facilitator or other designated staff, each of which will include a safety education lesson developed by The Joyful Child Foundation. Topics focus on personal safety, such as self-awareness and boundaries, consent vs. coercion, questionable & dangerous behaviors, risk reduction strategies, and/or verbal and physical defense skills.
    c. Collection of feedback and post-assessment data.

2. Parent/Guardian Education:
    a. Conduct an initial on-site and/or video conference introductory session for parents/guardians to introduce the BRAVE Club.

The Joyful Child Foundation - In Memory of Samantha Runnion has 22 years' experience developing safety education programs for children and teens. The Joyful Child Foundation has developed the BRAVE Programs in accordance with its mission to educate, empower, and unite families and communities to prevent crimes against young people.

The BRAVE Clubs in schools allow young people to become leaders in the effort to stop violence in our schools and communities. The parent education builds parents' awareness and skills to help their children develop the life skills that may keep them safe.

NOTICE TO CONTRACTORS REGARDING VALID CRIMINAL RECORDS SUMMARY (EDUCATION CODE SECTION 45125.1)

Education Code Section 45125.1 provides that any entity that has a contract with a local education agency (school district) shall ensure that any employee who interacts with students outside of the immediate supervision and control of the student's parent or guardian or a District/school employee has a valid criminal records summary resulting from submission of the employee's fingerprints in a manner authorized by the Department of Justice (DOJ).

The DOJ shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the DOJ.

The entity shall not permit an employee to come in contact with any student until the DOJ has ascertained that the employee has not been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code section 1192.7(c). The entity shall certify in writing to the governing board of the school district that none of its employees who may come in contact with any student have been convicted of a violent or serious felony.

CERTIFICATION BY CONTRACTOR

To the Board of Trustees of the Anaheim Union High School District:

I, Erin D. Runnion, am the Executive Director of The Joyful Child Foundation,
Name of Individual | Title | Name of Contractor

and I am authorized to execute this Certification on behalf of the Contractor.

1. I have carefully read and understand the Notice to Contractors Regarding a Valid Criminal Record Summary required under Education Code Section 45125.1.

2. Due to the nature of the services that will be provided to the District, Contractor's employees will or may have contact with students of the District outside of the immediate supervision and control of the student's parent or guardian or District employee.

3. I have obtained and reviewed the valid Criminal Records Summary of the following employees who will be performing services for the District:

N/A	

If any subsequent/future employees will be performing services for the District, I will obtain and review the Valid Criminal Records Summary of these employees and submit an updated Certification to the District.

4. None of the employees who will be performing the services to the District have been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code Section 1192.7(c), and this determination was made by a fingerprint check through the Department of Justice.

I declare under penalty of perjury, under the laws of the State of California, that the foregoing is true and correct.

Executed in Westminster, California on January 31, 2025.
Date

Erin D. Runnion
Signature

Erin D. Runnion
Typed or Printed Name

Co-Founder/Executive Director
Title

The Joyful Child Foundation
Name of Contractor

PO Box 12680, Westminster CA 92685
Address

(714) 642-3301
Telephone Number

ANAHEIM UNION HIGH SCHOOL DISTRICT

COMMUNITY SERVICE PROVIDER AGREEMENT

This Community Schools Service Provider Agreement ("Agreement") is made as of the 6th day of March, 2025. between the Anaheim Union High School District ("District") and Sacred Path ("Provider") (each a party, collectively, "Parties") as follows:

1. **Purpose**. Pursuant to Board Policy 91303 and Resolution No. 2021/22-E-24, the District is committed to the implementation of a community schools model, making schools the hub for the community to access basic services on campus, as well as ensuring collaborative leadership practices, family and community engagement practices, and enriched and expanded learning opportunities. Provider is a Non-proft 501 C and enters into this Agreement to provide the services ("Services") described herein (Section 3) in furtherance of the District's community schools model.

2. **Term**. The term of this Agreement is from 03/07/2025 through 03/31/2026.

3. **Provider Responsibilities**. Provider shall:

The mission of Sacred Path is to honor our traditional values and teachings by working to improve the quality of life for indigenous individuals and families by providing innovative health, behavioral health and research with community involvement, technical assistance, training and respect for tribal and cultural diversity. Services provided include: individual therapy, Support Groups, Workshops, Prevention and Intervention Services, Case Management, Linkages, Evaluation and Research Training and Consultation. We provide our services to Los Angeles and Orange County American Indian/Alaskan Native residents and offer some services to indigenous peoples across California.
Sacred Path IWC shall work collaboratively with AUHSD to support Native American Families within the school district and surrounding communities to offer support in culturally competent services.
Sacred Path IWC will offer workshops tailored to Native American Community and topics. ...

4. **District Responsibilities**. The District shall:

District shall forward all resources to Native American families on a consistent basis.
District shall provide space at district sites for Sacred Path IWC to offer workshops and community events focused on Native American community members.
Support Native youth in providing academic support toward graduation.

5. **Submittal of Documents**. The Provider shall not commence the Services under this Agreement until the Provider has submitted and the District has approved the following:

- ☑ Signed Agreement
- ☑ Applicable Insurance Certificate(s) and Endorsements (Section 12)
- ☑ Applicable Criminal Background Investigation Certification(s) (Section 18)

6. **Compensation**. Provider agrees to provide Services at no cost.

7. **Independent Contractor**. Provider is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Provider understands and agrees that Provider and all of Provider's

employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Provider shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Provider's employees.

8. **Materials**. Provider shall furnish, at Provider's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

9. **Standard of Care**. Provider's Services will be performed in accordance with generally and currently accepted principles and practices of Provider's profession for services to the public. District will not control or direct performance of the work under the Agreement or in fact.

10. **Audit**. Provider shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Provider transacted under this Agreement. Provider shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

11. **Indemnification**. To the furthest extent permitted by California law, Provider shall, at Provider's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Provider in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Provider proposes to defend the indemnified parties.

12. **Insurance**.

12.1 The Provider shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

12.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

12.1.2 Is this Provider interacting with students? Yes ☐ No ☐ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide

policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Provider must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

12.1.3 Workers' Compensation/Employers Liability Insurance. 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 Provider and all risks to such persons under this contract.

If Provider has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

12.1.4 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 the Provider owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Provider is transporting one or more non-employee passengers in performance of contract 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.

12.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for Providers or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

12.2 Other Insurance Provisions. The Provider shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

12.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

12.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Provider's insurance policies shall be primary to any insurance or self-insurance maintained by District.

12.2.3 Waiver of Subrogation. The Provider shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, Providers and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Provider and Provider's employees or agents from waiving the right of subrogation prior to a loss or claim. The Provider hereby waives all rights of subrogation against the District.

12.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

12.2.5 All policies shall be written on an occurrence form.

12.2.6 The Provider's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

12.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

13. Compliance With Laws, Rules, and Regulations. Provider shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Provider shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Provider observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Provider shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Provider's receipt of a written termination notice from the District. If Provider performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Provider shall bear all costs arising therefrom.

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

15. Safety and Security. Provider is responsible for maintaining safety in the performance of this Agreement. Provider shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

16. Employment With Another Public Agency. Provider, if an employee of another public agency, agrees that Provider will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

17. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Provider agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735.

18. Fingerprinting of Employees. Is Provider interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☐
Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Provider shall not permit any employee to interact with District students until such time as the Provider has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

19. Assignment/Subcontract. The obligations of the Provider pursuant to this Agreement shall not be assigned by the Provider.

20. **Termination**. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Provider. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

21. **Limitation of District Liability**. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

22. **Confidentiality**. The Provider and all Provider's agents, personnel, employee(s), and/or contractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

23. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School
District Attn: Dr. Jaron Fried
Copy: Kenny Perez
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: perez_k@auhsd.us

Provider
Sacred Path
Attn: Dr. Carrie Johnson
800 S. Harbor Blvd, Anaheim, CA 92805
Phone: (626) 290-1505
Email: cjohnson@sacredpath.org

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

24. **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

25. **Governing Law**. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

26. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

27. **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.

28. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Sacred Path

Date: 01/24/2025

By: Dr. Carrie Johnson

Print Name: Dr. Carrie Johnson

Title: CEO

NOTICE TO PROVIDER REGARDING VALID CRIMINAL RECORDS SUMMARY (EDUCATION CODE SECTION 45125.1)

Education Code Section 45125.1 provides that any entity that has a contract with a local education agency (school district) shall ensure that any employee who interacts with students outside of the immediate supervision and control of the student's parent or guardian or a District/school employee has a valid criminal records summary resulting from submission of the employee's fingerprints in a manner authorized by the Department of Justice (DOJ).

The DOJ shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the DOJ.

The entity shall not permit an employee to come in contact with any student until the DOJ has ascertained that the employee has not been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code section 1192.7(c). The entity shall certify in writing to the governing board of the school district that none of its employees who may come in contact with any student have been convicted of a violent or serious felony.

CERTIFICATION BY PROVIDER

To the Board of Trustees of the Anaheim Union High School District:

I, Carrie L Johnson, (Name of Individual), am the Chief Executive Officer (Title) of Sacred Path Indigenous Wellness … (Name of Provider),

and I am authorized to execute this Certification on behalf of the Provider.

1. I have carefully read and understand the Notice to Provider Regarding a Valid Criminal Record Summary required under Education Code Section 45125.1.

2. Due to the nature of the services that will be provided to the District, Provider's employees will or may have contact with students of the District outside of the immediate supervision and control of the student's parent or guardian or District employee.

3. I have obtained and reviewed the valid Criminal Records Summary of the following employees who will be performing services for the District:

Virginia Arvizu, Jonathan Chase In	
Winter, Nolan Eskeets, Alexandria	
Yellowhair, Virginia Carmelo, Brian	
Frejo, Craig Torres, Lazaro Arvizu.	

If any subsequent/future employees will be performing services for the District, I will obtain and review the Valid Criminal Records Summary of these employees and submit an updated Certification to the District.

4. None of the employees who will be performing the services to the District have been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code Section 1192.7(c), and this determination was made by a fingerprint check through the Department of Justice.

I declare under penalty of perjury, under the laws of the State of California, that the foregoing is true and correct.

Executed at _____, California on 01/24/2025.
Date

Dr. Carrie Johnson
Signature

Carrie Johnson
Typed or Printed Name

CEO
Title

Sacred Path Indigenous Wellness Center
Name of Provider

800 S. Harbor Blvd, ... Anehei... California 92805
Address

(626) 290-1505
Telephone Number

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and Bluejacket Sign Company ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. Services will be provided March 7, 2025, through May 24, 2025.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

X Signed Agreement
X Insurance Certificate(s) and Endorsements (Section 10)
X Criminal Background Investigation Certification(s) (Section 16)
X W-9 Form

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of $20,000 Dollars and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services,

and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials.** Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care.** Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☒ No ☐ For interaction

with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 Other Insurance Provisions. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. Compliance With Laws, Rules, and Regulations. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

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

13. Safety and Security. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. Employment With Another Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. Anti-Discrimination. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☒ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

18. Termination. The District may at any time for any reason terminate this Agreement. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. Limitation of District Liability. The District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Amy Kwon
501 N. Crescent Way
Anaheim, CA 92801
Phone: 1-714-999-3511
Email: kwon_a@auhsd.us

Contractor
Bluejacket Sign Company
Attn: James Thomas
16301 Saratoga Lane
Huntington Beach, CA 92649
Phone: 714-403-8103
Email: bluejacketsigns@gmail.com

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. Entire Agreement. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. Governing Law. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts.** This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Bluejacket Sign Company

Date: 2/11/25

By: James Thomas

Print Name: James Thomas

Title: Owner

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Contractor shall:

Mural painting at the entrance of the MACC.

Attached are the sketches and location of the mural. The title "Growing The Future" and "MACC" will be added to artwork.

THE FUTURE
MAGNOLIA

AGREEMENT NUMBER: 10006671

ANAHEIM UNION HIGH SCHOOL DISTRICT
SCHOOL-LINKED PARTNERSHIP AND CAPACITY GRANT
SERVICE AGREEMENT

This AGREEMENT is hereby entered into this 1st day of January, 2025, which date is enumerated for purposes of reference only, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, hereinafter referred to as "SUPERINTENDENT" and Anaheim Union High School District, 501 North Crescent Way, California 92803, hereinafter referred to as "DISTRICT". SUPERINTENDENT and DISTRICT shall be individually referred to as "Party" and collectively referred to as the "Parties."

WHEREAS, the State of California has awarded Sacramento County Office of Education, hereinafter referred to as "SCOE", the Children and Youth Behavioral Health Initiative, hereinafter referred to as "CYBHI" to reimagine the systems, regardless of payer, that support behavioral health for all California's children, youth, and their families. As a part of CYBHI, the Department of Health Care Services, hereinafter referred to as "DHCS", has authority to award School-Linked Partnership and Capacity Grants;

WHEREAS, the SUPERINTENDENT received grant funds from SCOE, to assist in the implementation of the Program in Orange County.

WHEREAS, The School-Linked Partnership and Capacity Grants Program has three primary goals:

A. **Fee schedule readiness**: Increase the number of Local Educational Agencies, hereinafter referred to as "LEAs" who meet the operational readiness requirements needed to join the behavioral health provider network and utilize the fee schedule. LEAs include county offices of education, school districts, charter schools, the California Schools for the Deaf, and the California School for the Blind. The Statewide Multi-Payer School-Linked Fee Schedule, hereinafter referred to as

"Fee Schedule" is a new model that establishes a specific set of behavioral health services and rates at which Medi-Cal and commercial plans are required to reimburse local educational agencies, public institutions of higher education, and other school-affiliated providers. Attaining fee schedule readiness will ensure that one-time funds are used in a way that promotes long-term sustainability.

B. **Expanded access**: Increase availability, equity, and range of behavioral health services in schools or school-linked settings by augmenting LEAs' capabilities and capacity. This provides an opportunity for educational entities to increase capacity and expand service delivery in the nearer term. Similarly, investments in the systems around school-linked services can help expand access to behavioral health care in schools.

C. **Collaborative Infrastructure**: Develop or enhance collaborative infrastructure across LEAs, Medi-Cal and commercial managed care plans, hereinafter referred to as "MCPs", county behavioral health departments, and community-based organization, hereinafter referred to as "CBO" providers that focus on child and youth behavioral wellbeing. Grant funds can be spent on developing plans to achieve common goals, policies to enable and measure success, and tools to improve collaboration to help these systems better support children and families.

WHEREAS, the Parties intend for this AGREEMENT to outline the services and responsibilities of the Parties, as necessary for SUPERINTENDENT to fulfill the purposes of the Children and Youth Behavioral Health Initiative CYBHI to reimagine the systems, regardless of payer, that support behavioral health for all California's;

WHEREAS, the CYBHI requires SUPERINTENDENT to allocate a portion of the funds to LEAs throughout Orange County; and

WHEREAS, DISTRICT is specially trained, experienced and competent to perform the services required by SUPERINTENDENT and is agreeable to the rendering of such services according to the terms and conditions hereinafter set forth.

NOW, THEREFORE, the Parties agree as follows:

1.0 TERM. The term of this AGREEMENT shall commence on January 1, 2025 and terminate on June 30, 2027, contingent upon DHCS extending the date of its contract with SCOE and subject to earlier termination as set forth in this AGREEMENT, provided, however, DISTRICT shall be obligated to perform such duties as would normally extend beyond this term including, but not limited to, obligations with respect to indemnification, audits, reporting, and accounting.

2.0 SCOPE OF WORK.

A. SUPERINTENDENT hereby engages DISTRICT as an independent contractor to perform the following described work and DISTRICT hereby agrees to perform said work upon the terms and conditions hereinafter set forth. DISTRICT shall meet all of the contractual requirements listed herein and shall provide all labor, materials, supplies, and equipment necessary to fully perform all responsibilities required by this AGREEMENT and specifically described in Exhibit "A", "Statement of Work", which is attached hereto and incorporated herein by this reference to this AGREEMENT.

3.0 TOTAL COMPENSATION.

A. The Maximum Payment Obligation of SUPERINTENDENT to DISTRICT under this AGREEMENT for the period of January 1, 2025 through June 30, 2027 is One million three hundred twenty-five thousand six hundred seven dollars ($1,325,607.00).

B. DISTRICT agrees to comply with all School-Linked Partnership and Capacity Grant requirements and is solely responsible for the appropriate expenditure of all School-Linked Partnership and Capacity Grant funds received and for any misappropriation or disallowed School-Linked Partnership and Capacity Grant funds. DISTRICT shall establish and maintain fiscal control and accounting procedures as may be necessary to assure proper accounting for all funds under this AGREEMENT. Any work performed prior to approval of the SUPERINTENDENT will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.

4.0 BUDGET ALLOCATION.

A. The School-Linked Partnership and Capacity Grant funds shall be expended only for those purposes expressed in Exhibit "A", "Statement of Work", submitted by DISTRICT under Section 2.0 of this AGREEMENT. School-Linked Partnership and Capacity Grant funds shall be allocated for the term of the AGREEMENT pursuant to Exhibit "D", "Budget Form", which is attached hereto and incorporated herein by this reference to this AGREEMENT. DISTRICT shall return the completed Budget Form and invoice along with the signed AGREEMENT. Once SUPERINTENDENT has approved DISTRICT's budget, DISTRICT must obtain prior written approval from SUPERINTENDENT for any budget revisions, where an adjustment of funds in a line item are different from the originally approved budget by more than ten percent (10%) and as long as the total dollar amount is not affected and the outcomes of the Agreement will not be materially affected. DISTRICT must submit revisions on Exhibit "E", "Budget Revision Request Form", which is attached hereto and incorporated herein by this reference to this AGREEMENT.

B. If the DISTRICT wishes to make substantial changes to the Statement of Work, then a revised Statement of Work that describes the requested changes and their impact to the budget and outcomes must be submitted and approved by the SUPERINTENDENT in writing. Substantial changes are those that would represent a significant deviation from the approved statement of work and would lead to different outcomes or fall outside of the generally understood purpose of the use of the funds. Changes in methods of implementation (i.e., the means by which the approved statement of work is implemented) or movement between budget line items would not be considered substantial changes, and would not require prior approval.

5.0 PAYMENT AND INVOICING.

A. SUPERINTENDENT, under the terms of this AGREEMENT, shall pay DISTRICT an advance payment of ninety percent (90%) distribution in the 2024-2025 school year upon receipt of executed

AGREEMENT, Implementation Plan, Invoice and Budget Form. Payment of remaining ten percent (10%) shall be made in the 2025-2026 fiscal year and is based on the maximum payment obligation identified in Paragraph 3.0 Total Compensation of this AGREEMENT for providing the services and activities hereunder identified in Exhibit "D"; provided, however, the total of such payments does not exceed DISTRICT's maximum obligation; and provided further, DISTRICT's costs shall be reimbursable pursuant to State and Federal Regulations. DISTRICT shall be responsible for all other expenses incurred in connection with the performance of this AGREEMENT. Payment to DISTRICT should be released by SUPERINTENDENT no later than thirty (30) calendar days after receipt of signed AGREEMENT, Implementation Plan, completed and approved Budget Form and DISTRICT's invoice.

DISTRICT shall submit invoices for payment to: Diana Byun (dbyun@ocde.us)

B. For travel necessary to the performance of this AGREEMENT, DISTRICT's travel and other travel related expense reimbursement claims shall not exceed the travel policy and procedures of the State of California. Travel and other related travel expenses shall be limited to those necessary for the performance of this AGREEMENT. Travel outside of the State of California must be authorized in writing by SUPERINTENDENT prior to travel. Travel outside of the United States is not permitted.

C. DISTRICT's billings shall be submitted on DISTRICT's Invoice in duplicate. DISTRICT shall submit SUPERINTENDENT'S "Expenditure Report Form", which is attached hereto as Exhibit "F" and incorporated herein by reference to this AGREEMENT and "Progress Reports" which will be provided by a Qualtrics link. DISTRICT shall submit the Expenditure Report semi-annually, no later than 10 business days after the end of each following reporting period:

1. July - December
2. January - June

DISTRICT shall submit the Expenditure Report using their individual Google drive link. The Google link will be provided by the SUPERINTENDENT.

D. All DISTRICT's Expenditure Report Forms submitted to SUPERINTENDENT shall be supported by source documentation including, but not limited to, ledgers, invoices, receipts, receiving records, and records of services provided.

E. Any payment made by SUPERINTENDENT to DISTRICT in excess of that of which DISTRICT is entitled under this AGREEMENT shall be immediately due to SUPERINTENDENT and repaid by DISTRICT. In this regard, DISTRICT shall make repayment on any overpayment within thirty (30) days after the date SUPERINTENDENT requests the repayment in writing. Nothing in this AGREEMENT shall be construed as limiting the remedies of SUPERINTENDENT in the event that an overpayment has been made.

F. SUPERINTENDENT may withhold or delay any payment if DISTRICT fails to comply with any provision set forth in this AGREEMENT.

G. DISTRICT shall not claim reimbursement for services provided beyond the expiration and/or termination of this AGREEMENT, except as may otherwise be provided under this AGREEMENT.

H. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the availability of funds furnished by SCOE and/or the State of California. It is mutually agreed that if the current fiscal year covered under this AGREEMENT does not appropriate sufficient funds for this program, this AGREEMENT shall be of no further force and effect and shall be terminated. In this event, SUPERINTENDENT shall have no liability to pay any funds whatsoever to DISTRICT or to furnish any other considerations under this AGREEMENT and DISTRICT shall not be obligated to perform any provisions of this AGREEMENT. If funding for any fiscal year is reduced, or deleted for purposes of this program, the SUPERINTENDENT shall have the option to either terminate this AGREEMENT with no liability occurring to the SUPERINTENDENT or offer an amendment to DISTRICT to reflect the reduced amount. SUPERINTENDENT shall give DISTRICT written notification of such termination. Notice shall be deemed served on the date of mailing.

6.0 REPORTS.

A. DISTRICT shall submit to SUPERINTENDENT reports as requested or required by SUPERINTENDENT concerning DISTRICT's activities as they affect the services hereunder. Failure to do so may result in the loss and/or remittance of all awarded funds.

7.0 RECORDS MANAGEMENT AND MAINTENANCE.

A. DISTRICT shall, throughout the term of this AGREEMENT, prepare, maintain and manage records appropriate to the services provided and in accordance with this AGREEMENT and all applicable requirements.

B. DISTRICT shall ensure appropriate financial records related to cost reporting, expenditure, revenue, billings, etc., are prepared and maintained accurately and appropriately.

C. DISTRICT shall retain all financial records for a minimum of three (3) years after the completion of the activities for which the funds are used and until audit findings are resolved, or due to legal proceedings such as litigations and/or settlement of claims whichever is longer.

D. DISTRICT shall notify SUPERINTENDENT of any Public Record Act (PRA) requests related to services provided under this AGREEMENT within seventy-two (72) hours of receipt of said request. DISTRICT shall provide SUPERINTENDENT with all information that is requested and provided by DISTRICT.

8.0 INDEPENDENT CONTRACTOR.

A. DISTRICT is, and shall at all times be deemed to be, an independent contractor and shall be wholly responsible for the manner in which it performs the services required of it by the terms of this AGREEMENT.

B. DISTRICT warrants that it has all necessary licenses required to perform the services required by the terms of this AGREEMENT.

C. DISTRICT is entirely responsible for compensating staff, subcontractors, and consultants

employed by DISTRICT. This AGREEMENT shall not be construed as creating the relationship of employer and employee, or principal and agent between SUPERINTENDENT and DISTRICT or any of DISTRICT's employees, agents, consultants, or subcontractors. DISTRICT understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents of SUPERINTENDENT, and are not entitled to benefits of any kind or nature normally provided employees of SUPERINTENDENT and/or to which SUPERINTENDENT's employees are normally entitled, including, but not limited to, State Unemployment Insurance or Workers' Compensation. DISTRICT 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 DISTRICT's employees.

D. DISTRICT assumes exclusively the responsibility for the acts of its employees, agents, consultants, or subcontractors as they relate to the services to be provided during the course and scope of their employment.

E. DISTRICT, its agents, employees, consultants, or subcontractors, shall not be entitled to any rights or privileges of SUPERINTENDENT's employees and shall not be considered in any manner to be SUPERINTENDENT's employees.

9.0 INDEMNIFICATION.

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

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education and its officers, agents, and employees, from liability and claims of

liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

10.0 COPYRIGHT. SUPERINTENDENT, the Department of Healthcare Services (DHCS) and the State of California shall have a royalty-free, nonexclusive, and irrevocable license to publish, translate, or use now and continuing all material and work product (both tangible and intangible), if any, developed under this AGREEMENT including those materials covered by copyright.

11.0 CONFIDENTIALITY. SUPERINTENDENT and DISTRICT shall maintain the confidentiality of all records, including any hard copies, and/or electronic or computer based data, and/or audio and/or video recordings, in accordance with all applicable state and federal codes and regulations relating to privacy and confidentiality as they now exist or may hereafter be amended or changed. The confidentiality requirements under this paragraph shall survive the termination or expiration of this AGREEMENT or any subsequent agreement intended to supersede this AGREEMENT.

12.0 CONFLICT OF INTEREST. The Parties hereto acknowledge that DISTRICT may be affiliated with one or more organizations or professional practices located in DISTRICT's county. DISTRICT therefore warrants that he/she shall not violate any applicable law, rule or regulation of any governmental entity relating to conflict of interest. DISTRICT shall not knowingly undertake any act which unjustifiably results in any relative benefit to any organization or professional practice with which he/she is affiliated as a direct or indirect result, whether economic or otherwise in nature, of the performance of duties and obligations required by this AGREEMENT, when compared to the result such act has on any other organization or professional practice.

13.0 EMPLOYEE ELIGIBILITY VERIFICATION. DISTRICT warrants that it shall fully comply with all federal and state statutes and regulations regarding the employment of aliens and others and to ensure that employees, subcontractors and consultants performing work under this AGREEMENT meet

the citizenship or alien status requirement set forth in federal statutes and regulations. DISTRICT shall obtain, from all employees, subcontractors and consultants performing work hereunder, all verification and other documentation of employment eligibility status required by federal or state statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. DISTRICT shall retain all such documentation for all covered employees, subcontractors and consultants for the period prescribed by the law.

14.0 DELEGATION AND ASSIGNMENT. DISTRICT may not delegate its obligations hereunder, either in whole or in part, without the prior written consent of SUPERINTENDENT.

15.0 INSPECTIONS AND AUDITS. SUPERINTENDENT, the Bureau of State Audits, the State of California or any other appropriate state or federal oversight agency, or their authorized representatives, shall have the right to review and copy any books, documents, and records, and supporting documents including but not limited to, financial statements, general ledgers, relevant accounting systems of DISTRICT that are directly pertinent to this AGREEMENT, for the purpose of responding to a beneficiary complaint or conducting an audit, review, evaluation, or examination during the term of this AGREEMENT. Such persons may at all reasonable times inspect or otherwise evaluate the services provided pursuant to this AGREEMENT, and the premises in which they are provided.

16.0 ENTIRE AGREEMENT.

A. This Agreement will be implemented in accordance with the conditions defined in the School-Linked Partnership and Capacity Grant Program. The School-Linked Partnership and Capacity Grant Program is subject to any additional restrictions, limitations, or conditions enacted in the State Budget and/or Executive Orders that may affect the provisions, terms, or funding of this Agreement in any manner, SUPERINTENDENT may modify this Agreement through an amendment, as needed.

DISTRICT agrees to expend all funds in accordance with all applicable federal, state and local laws and regulations.

B. DISTRICT shall comply with all laws, rules or regulations applicable to the services provided hereunder, as any may now exist or be hereafter amended or changed.

17.0 NONDISCRIMINATION. In the performance of this AGREEMENT, DISTRICT shall not engage in, nor permit any employee or agent to engage in discrimination in employment of person or provision of services or assistance, nor exclude any person from participation in, nor deny any person the benefits of, not subject any person to discrimination under any program or activity funded in whole or in part with the Program on the grounds of race, religion, color, national origin, ancestry, physical handicap, medical condition, marital status, gender or sexual orientation. DISTRICT shall comply with Title II of the Americans with Disabilities Act, (42 U.S.C., {12101, et seq.) as it relates to public accommodations.

18.0 TERMINATION.

A. Either party may terminate this AGREEMENT, without cause, upon thirty (30) days' written notice (Notice of Termination) given the other party. Upon receipt of notice of termination without cause, DISTRICT shall immediately cease performance under this AGREEMENT.

B. Unless otherwise specified in this AGREEMENT, SUPERINTENDENT reserves the right to terminate this AGREEMENT for cause due to the default (as defined in Paragraph 22.0) by DISTRICT in its performance obligations under this AGREEMENT. SUPERINTENDENT may in any notice of default advice DISTRICT it also intends to terminate the AGREEMENT for cause. The notice of default from SUPERINTENDENT shall advise DISTRICT if SUPERINTENDENT intends to elect to terminate the AGREEMENT and in this event DISTRICT shall immediately cease performance and provision of services as of the date the notice of default is received or deemed received, whichever is earlier. In the event of termination, SUPERINTENDENT, may, but is not required, to take over the work and

prosecute the same to completion by contract or otherwise. Also, in the event of termination for cause, DISTRICT shall be liable to the extent that the total cost for completion of the services required by this AGREEMENT exceeds the compensation stipulated in this AGREEMENT (provided that SUPERINTENDENT shall use reasonable efforts to mitigate damages), and SUPERINTENDENT expressly reserves the right to withhold any outstanding payments to DISTRICT for the purpose of set off or partial payment of the amounts owed SUPERINTENDENT as previously set forth in this AGREEMENT.

19.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT'S Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

20.0 COMPLIANCE WITH APPLICABLE LAWS. The services completed herein must meet the approval of SUPERINTENDENT and shall be subject to SUPERINTENDENT's general right of inspection to secure the satisfactory completion thereof. DISTRICT agrees to comply with all federal, state and local laws, statutes, rules, regulations and local ordinances that are now or may in the future become applicable to the services performed under this AGREEMENT.

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

22.0 DEFAULT. Failure by DISTRICT to perform and/or comply with any provision, covenant, or condition of this AGREEMENT shall be a default of this AGREEMENT. In the event of default SUPERINTENDENT may avail any remedies available at law, in equity, or otherwise specified in this AGREEMENT (including immediate termination for cause as set forth in Paragraph 18.0 above), and

may elect any of the following, if applicable:

A. Afford DISTRICT a time period of fifteen (15) days from the date the notice is mailed to cure the default, or to commence to cure the breach and diligently pursue to completion the cure of the breach within thirty (30) days of date notice is mailed; and/or

B. Discontinue payment and eligibility for payment to DISTRICT during the period in which DISTRICT is in breach, which payment may not be entitled to later recovery; and/or

C. Offset against any funds invoiced by DISTRICT but yet unpaid by SUPERINTENDENT those monies disallowed pursuant to the above offset authority; and/or

D. Withhold from any monies payable to DISTRICT sufficient funds to compensate SUPERINTENDENT for any losses, costs, liabilities or damages it reasonable believes were suffered by or have been incurred by SUPERINTENDENT due to the default of DISTRICT in the performance of the services required by this AGREEMENT.

23.0 NOTICES. All notices, claims, correspondence, reports, and/or statements authorized or required by this AGREEMENT shall be addressed as follows:

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92803
Attn:_____

24.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT or application thereof to any person or circumstances is held by a court of competent jurisdiction to be invalid, void, or unenforceable, or if any provision of this AGREEMENT contravenes any federal, state or county statute, ordinance, or regulation, the remaining provisions of this AGREEMENT or application thereof will

nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25.0 RUSSIA SANCTIONS. On February 21, 2022, President Biden issued Executive Order 14065 ("Federal Order") imposing economic sanctions and prohibiting many activities including, but not limited to, investing, importing, exporting, and contracting, in areas of Ukraine and in Russia. On March 4, 2022, California Governor Newsom issued Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order ("State Order").

If awarded a contract with the SUPERINTENDENT, DISTRICT must comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions).

26.0 ALTERATION OF TERMS. This AGREEMENT, together with any Exhibits attached hereto and incorporated herein by reference, fully expresses all understanding of SUPERINTENDENT and DISTRICT with respect to the subject matter of this AGREEMENT, and shall constitute the total AGREEMENT between the Parties for these purposes. No addition to, or alteration of, the terms of this AGREEMENT, whether written or verbal, shall be valid unless made in writing and formally executed and approved by SUPERINTENDENT and DISTRICT.

27.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

28.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

IN WITNESS WHEREOF, the Parties have executed this AGREEMENT, in the County of Orange, State of California.

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: Dr. Jaron Fried	PRINTED NAME: Patricia McCaughey
TITLE: Assistant Superintendent, Ed. Division	TITLE: Director
DATE: 3/7/25	DATE: February 6, 2025

Anaheim Union High School District-CapacityGrant -State(10006671)27
Zip9

EXHIBIT “A”

EXHIBIT “A”

Statement of Work

DISTRICT RESPONSIBLITIES:

1. The DISTRICT will submit an Implementation Plan to SUPERINTENDENT, attached as Exhibit “B” and incorporated herein by this reference to this AGREEMENT, through an online link provided by SUPERINTENDENT. The Implementation Plan must be submitted no later than January 31, 2025.The Implementation Plan should outline how the DISTRICT plans to use its funding. The use of funds indicated in the Implementation Plan should align with the grant purpose and intended use of funds further described in DHCS School-Linked Partnerships and Capacity Grants Funding Guidance Overview (DHCS Funding Guidance Memo), Exhibit “C”, which is attached hereto and incorporated herein by this reference to this AGREEMENT for a description of permissible uses of funds. Any updates or changes to the Implementation Plan require approval by SUPERINTENDENT.

2. DISTRICT shall utilize its funding to advance fee schedule readiness within the DISTRICT.

    a. Maintain effective communication with SUPERINTENDENT and provide SUPERINTENDENT with timely notification of any significant issues.
    b. Assess DISTRICT needs.
    c. The Implementation Plan should reflect the DISTRICT’s current understanding of DISTRICT needs and capacity.
    d. The DISTRICT Implementation Plan should outline how the DISTRICT plans to use its funding.

3. Complete the DISTRICT baseline and End of Program survey provided by SUPERINTENDENT to assist DHCS in assessing Program capacity and readiness.

4. Identify one lead Point of Contact (POC) to participate in Collaborative Learning Sessions and related activities coordinated by the SUPERINTENDENT.

5. Submit all reports in a timely manner and in accordance with the AGREEMENT.

SUPERINTENDENT RESPONSIBILITIES:

1. Provide ongoing coordination and communication with participating DISTRICT around grant program implementation.

2. Assist District in creating an Implementation Plan consistent with the DHCS Funding Guidance Memo. Review, provide feedback, and coordinate accountability.

3. Coordinate ongoing training regarding permissible uses of funding, such as Medi-Cal enrollment, service delivery infrastructure and capacity.

4. Provide resources and training materials to DISTRICT to help with successful Program implementation.

5. Support DISTRICT to complete required reporting and monitor implementation progress.

6. Provide technical assistance =, coaching, and resources that will contribute to the successful development and implementation of DISTRICT's Implementation Plan. The technical assistance is inclusive of:

    a. Program onboarding support: Answer questions about the development of the Implementation Plan and administration process, including alignment with Program goals and permissible uses.
    b. Administrative support: Provide regular and ongoing training and technical assistance (TTA) about subcontracting requirements, invoicing procedures, monitoring and oversight, data collection, reporting, and meeting expected performance measures.
    c. Collaborative learning: Provide networking and collaborative opportunities for DISTRICT's to meet program objectives, advance equity in behavioral health services in schools, and improve outcomes for schools and educators.

EXHIBIT “B”

Disclaimer: This document is for reference use only. All included information will need to be copied and pasted into the Qualtrics form.

Intro

CYBHI School-Linked Partnerships & Capacity Grants: LEA-Level Implementation Plan and Budget:

Local Education Agencies (LEAs) must submit a comprehensive implementation plan and detailed budget. Your implementation plan and budget should outline how the LEA plans to use Capacity Grant funds to work towards operational readiness or expanding behavioral health service capacity. All expenditures should be directly, demonstrably, and credibly related to achieving operational readiness, developing collective infrastructure, or improving equity, access, and range in school-linked behavioral health services.

Contact Info

Contact Information

Please select your County Office of Education
Note: you can enter the first letter of your COE in the dropdown menu

Please enter your Local Education Agency
Note: the textbox will give autocomplete suggestions for your LEA name

Primary Point of Contact: *This should be the person who will act* as *the lead for your Local Education Agency (LEA) for the School-Linked Partnerships and Capacity Grant Program.*

Primary Contact First Name

Primary Contact Last Name

Primary Contact Position/Title

Primary Contact Email

Primary Contact Phone

Secondary Point of Contact: *This should be a partner to the primary point of contact throughout this Grant Program.*

Secondary Contact First Name

Secondary Contact Last Name

Secondary Contact Position/Title

Secondary Contact Email

Secondary Contact Phone

Fee Schedule

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Fee Schedule Operational Readiness

Fee schedule operational readiness: At least 70% of each LEA's funding should be dedicated funding used to achieve operational readiness, join the provider network, and begin to utilize the fee schedule (note: LEAs do not need to begin utilizing the fee schedule in Cohort 1 to be eligible for grant funding).

What is your LEA Allocation from your COE? (Please enter dollar amount numbers only)

OpReady: Medi-Cal

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Operational Readiness: Medi-Cal Enrollment

These activities are directly related to the process of an LEA or their designated providers/ practitioners enrolling in Medi-Cal and operating in compliance with relevant state and federal regulations.

Priority Funding Activities (PFAs): Please select all the Priority Funding Areas that apply and list the anticipated deliverable for each.

- ☐ Paying wages for staff time spent enrolling in Medi-Cal
- ☐ Covering administrative costs related to enrolling in Medi-Cal (e.g. any fees or operational burdens).

List the anticipated deliverables for: *Paying wages for staff time spent enrolling in Medi-Cal.*

List the anticipated deliverables for: *Covering administrative* costs *related to enrolling in Medi-Cal (*e.g. *any fees or operational burdens).*

What is the total budget for this operational readiness area? (Please enter dollar amount, numbers only)

0

OpReady: Service Delivery

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE

Operational Readiness: Service Delivery Infrastructure & Capacity Building

These activities are directly related to LEAs efforts to meet DHCS-set thresholds to deliver needed behavioral health services to all students, including those without Individualized Education Plans.

Priority Funding Activities (PFAs): Please select all the Priority Funding Areas that apply and list the anticipated deliverable for each.

☐ Hiring and contracting with eligible providers to increase school or school-site capacity to deliver behavioral health services and grow the portfolio of behavioral health services.

☐ Contracting with community-based organizations, county behavioral health agencies, or other behavioral health providers to furnish covered school-based services to students.

☐ Training LEA or school-site staff to deliver evidence-based interventions in school-based behavioral health services (e.g. training costs for Cognitive Behavioral Intervention for Trauma in Schools, hiring supervisors to help staff get Pupil Personnel Services credentialed).

☐ Building, modifying, furnishing, or preparing physical spaces to create rooms for

on-site provision of behavioral health care services (e.g. creating a wellness room).

☐ Purchasing supplies, technology, or tools that increase access to behavioral health services for students or improve service delivery (e.g. buying iPads so students can access virtual services while at school; buying books behavioral health or workbooks for students).

☐ Funding clinical supervision services for individuals working towards their credentials or licensure.

☐ Covering travel costs for providers and employees to participate in relevant training opportunities, including transportation, lodging, and food.

List the anticipated deliverables for: *Hiring and contracting with eligible providers to increase school or school-site capacity to deliver behavioral health services and grow the portfolio of behavioral health services.*

List the anticipated deliverables for: *Contracting with community-based organizations, county behavioral health agencies, or other behavioral health providers to furnish covered school-based services to students.*

List the anticipated deliverables for: *Training COE, LEA, or school-site staff to deliver evidence-based interventions in school-based behavioral health services (e.g. training costs for Cognitive Behavioral Health Intervention for Trauma in Schools, hiring supervisors to help staff get Pupil Personnel Services credentialed).*

List the anticipated deliverables for: *Building, modifying, furnishing, or preparing physical spaces to create rooms for on-site provision of behavioral health care services (e.g. creating a wellness room).*

List the anticipated deliverables for: *Purchasing supplies, technology, or tools that increase access to behavioral health services for students or improve service delivery (e.g. buying iPads so students can access virtual services while at school; buying books behavioral health or workbooks for students).*

List the anticipated deliverables for: *Funding clinical supervision services for individuals working towards their credentials or licensure.*

List the anticipated deliverables for: *Covering travel costs for providers and employees to participate in relevant training opportunities, including transportation, lodging, and food.*

What is the total budget for this operational readiness area? (Please enter dollar amount, numbers only)

OPReady: Data Collection

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE

Operational Readiness: Data Collection and Documentation

These activities are directly related to activities designed to meet DHCS guidelines on LEA ability to maintain and transmit data on student health and healthcare coverage, service-level data, and the LEA's eligible practitioners and affiliated or contracted school-linked providers.

Priority Funding Areas (PFAs): Please select all the Priority Funding Areas that apply and list the anticipated deliverables for each:

- ☐ Purchasing software licenses to enable data collection and exchange (e.g. Electronic Medical Records or EMR, Electronic Health Records or EHR) and technology needed to use it (e.g. computers / tablets for providers to use intake software) *Note: Electronic Medical Records or Electronic Health Records and other similar infrastructure can be purchased at the county level and shared among LEAs.*

- ☐ Recruiting, hiring, onboarding, and supporting salaries for medical administrative assistants or other employees focused on maintaining and transmitting data related to behavioral health care coverage and service delivery. Note: Grants provide an opportunity for one-time funding to potentially expand the workforce. *Salaries for new employees may be able to be sustained through ongoing fee schedule reimbursement.*

- ☐ Contracting for services related to data collection, storage, and transmission.

- ☐ Training providers or administrative employees on how to use data collection and exchange software (e.g. EMR/EHR).

List the anticipated deliverables for: *Purchasing software licenses to enable data collection and exchange (e.g. Electronic Medical Records or EMR, Electronic Health Records or EHR) and technology needed to use it (e.h. computers/tablets for providers to use intake software)*

List the anticipated deliverables for: *Recruiting, hiring, onboarding, and supporting salaries for medical administrative assistants or other employees focused on maintaining and transmitting data related to behavioral health care coverage and service delivery.*

List the anticipated deliverables for: *Contracting for services related to data collection, storage, and transmission.*

List the anticipated deliverables for: *Training providers or administrative employees on how to use data collection and exchange software (e.g. EMR/EHR).*

What is the total budget for this operational readiness area? (Please enter dollar amount, numbers only)

OPReady: Billing

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Operational Readiness: Billing Infrastructure

These activities are directly related to activities designed to meet DHCS guidelines on LEAs' ability to file claims and communicate necessary data to utilize the fee schedule. This includes having the resources and tools to maintain, select, and transmit service level data for billing purposes.

Priority Funding Areas (PFAs): Please select all the Priority Funding Areas that apply and list the anticipated deliverable for each:

- ☐ Recruiting, hiring, onboarding, and supporting salaries for billing specialists focused on operating data systems and claims filing.
- ☐ Purchasing needed software licenses and technology services / solutions to facilitate the billing and claims process and additional technology needed for providers and LEAs to implement the solutions.
- ☐ Training providers or administrative employees on how to use billing software.
- ☐ Contracting with a full-service third-party billing vendor. *Note: Billing vendors will need to submit information to the state's TPA in order to file claims and receive reimbursements.*
- ☐ Investing in systems infrastructure necessary to support claims transmission to the state's TPA vendor.

List the anticipated deliverables for: *Recruiting, hiring, onboarding, and supporting salaries for billing specialists focused on operating data systems and claims filing.*

List the anticipated deliverables for: *Purchasing needed software licenses and technology services / solutions to facilitate the billing and claims process and additional technology needed for providers and LEAs to implement the solutions.*

List the anticipated deliverables for: *Training providers or administrative employees on how to use billing software.*

List the anticipated deliverables for: *Contracting with a full-service third-party billing vendor.*

List the anticipated deliverables for: *Investing in systems infrastructure necessary to support claims transmission to the state's TPA vendor.*

What is the total budget for this operational readiness area? (Please enter dollar amount, numbers only)

OpReady: Total

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Total Budget for Operational Readiness

This is the total budget you have allocated for Operational Readiness activities you will lead as an LEA. If it is incorrect, please go back and check the budget amounts you entered for each of the Operational Readiness areas.

$0

Collective Impact

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Collective Impact

Up to 10% of each LEA's funding can be dedicated to projects that build a necessary collaborative infrastructure for coordinated systems that focus on the needs of children and families. This can come in the form of technical assistance, coaching, and implementation support. Investments in collective impact can contribute to fee schedule readiness and/or expanding service delivery beyond the minimum readiness requirements. Example efforts include developing and designing a common agenda and shared measurement system to track progress, integrating activities across systems, and including families and communities in supporting youth behavioral health.

Please select all areas of Collective Impact that apply and list the anticipated deliverables for each.

- ☐ Developing plans, policies, or procedures with a common goal that guides collaboration across systems and LEAs within a county.
- ☐ Purchasing and disseminating tools to measure success along shared collaborative goals (e.g. new tools to communicate between school providers, community and family supports, and payers).
- ☐ Training or providing technical assistance to LEAs to share best practices and improve the county's ability to collaboratively provide behavioral health support to children and families.
- ☐ Implementing selected Evidence Based Practices and Community-Defined Evidence Practices (EBPs/CDEPs).
- ☐ Building and using the CYBHI Behavioral Health Virtual services platform and tools for students to access behavioral health services.
- ☐ Establishing partnerships with managed care plans, county behavioral health, and community-based organizations to deliver behavioral health services.
- ☐ Adopting an outsourced clinical training model to improve capacity and access to different treatment types (e.g. funding graduate students to provide behavioral

health services on campus).

- ☐ Providing universal behavioral health screenings to identify emerging behavioral health needs in the student population.

List the anticipated deliverables for: *Developing plans, policies, or procedures with a common goal that guides collaboration across systems and LEAs within a county.*

List the anticipated deliverables for: *Purchasing and disseminating tools to measure success along shared collaborative goals (e.g. new tools to communicate between school providers, community and family supports, and payers).*

List the anticipated deliverables for: *Training or providing technical assistance to LEAs to share best practices and improve the county's ability to collaboratively provide behavioral health support to children and families.*

List the anticipated deliverables for: *Implementing selected Evidence Based Practices and Community-Defined Evidence Practices (EBPs/CDEPs).*

List the anticipated deliverables for: *Building and using the CYBHI Behavioral Health Virtual services platform and tools for students to access behavioral health services.*

List the anticipated deliverables for: *Establishing partnerships with managed care plans, county behavioral health, and community-based organizations to deliver behavioral health services.*

List the anticipated deliverables for: *Adopting an outsourced clinical training model to improve capacity and access to different treatment types (e.g. funding graduate students*

to provide behavioral health services on campus).

List the anticipated deliverables for: Providing universal behavioral health screenings to identify emerging behavioral health needs in the student population.

What is the total budget for Collective Impact? This should not exceed 10% of the total budget. (Please enter dollar amount, numbers only)

Other/Total Budget

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

Other Allocations and Total Budget

LEA Administrative Costs: Should not exceed 10%. Indirect cost should be included in this section. Please see the guidance on indirect costs.

What is the budget for LEA Administrative Costs? (Please enter dollar amount, numbers only)

Other Costs: Up to 10% of each LEA's funds can be dedicated to other expenditures that the LEA deems necessary. DHCS and the grant administrator(s) will be required to approve other uses of funding through the implementation plan.

What is the budget for Other Costs? (Please enter dollar amount, numbers only)

List the anticipated deliverables for Other Costs.

Total Budget: Operational Readiness (70%) + Collective Impact (10%) + LEA Administrative Costs (10%) + Other Costs (10%)

Please enter your total budget below. (Please enter dollar amount, numbers only)

Budget Check

Respondents may find the following* resources *useful:

CYBHI School-Linked Partnerships & Capacity Grants WebPage

For questions or support with completing this survey please email your COE.

You entered budget amounts and your total budget are below. If any of the amounts are incorrect, please go back and check the budget amount(s) you have entered on previous pages.

Operational Readiness Budget
Collective Impact Budget
Administrative Costs Budget
Other Costs Budget
Total Budget

EXHIBIT “C”

1. Purpose

The purpose of this funding guidance overview is to provide guidance to County Offices of Education (COEs) and Local Education Agencies (LEAs) about the permissible uses of funding for the school-linked partnership and capacity grants. As part of the Children and Youth Behavioral Health Initiative (CYBHI), the Department of Health Care Services (DHCS) is launching the school-linked partnership and capacity grant program to provide COEs and LEAs, as well as institutions for higher education, with critical resources to promote utilization of the CYBHI statewide multi-payer fee schedule. This guidance memo outlines the program requirements and permissible uses of funds for this grant initiative. Prospective grant applicants are encouraged to carefully review the information outlined below prior to completing their initial application.

For additional information please refer to the DHCS website or email DHCS.SBS@dhcs.ca.gov.

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2. Context

A. Overview of the California Children & Youth Behavioral Health Initiative (CYBHI)

Established in 2021, the Children and Youth Behavioral Health Initiative (CYBHI) is a $4.7 billion investment that seeks to reimagine the systems, regardless of payer, which support behavioral health for all California's children, youth, and their families. The CYBHI is a multi-year initiative led by five departments within the California Health and Human Services (CalHHS) Agency.[1]

As part of the CYBHI and Governor Newsom's Master Plan for Kids' Mental Health, DHCS is expanding access to school-based (or school-linked) behavioral health services provided to students at a school site. Of the 20 initiatives within the CYBHI, ~50% directly or indirectly seek to improve school-based behavioral health services (see Appendix: Exhibit 1).

Six of those 20 initiatives focus exclusively on expanding or improving services in a school setting. This includes efforts to expand the behavioral health workforce, create new partnerships, and change how providers are reimbursed.

- Over ~$1B is available in **one-time funding** to enable the development of improved infrastructure and capabilities of schools and school districts to meet the behavioral health needs of students. These programs are intended to provide schools a starting point – building initial infrastructure, programs and policies that can then be sustained through other funding mechanisms *(for example, see details below on the statewide, multi-payer, school-linked fee schedule).*
    - **The Student Behavioral Health Incentive Program (SBHIP)** provides $390M in incentives for Medi-Cal Managed Care Plans to partner with Local Educational Agencies (LEAs) on the delivery of school-based services
    - **School-Linked Partnerships and Capacity Grants** will distribute $550M in grant funding for LEAs and public institutions of higher education to build capacity, infrastructure, and partnerships needed to utilize the fee schedule *(see details to follow)*
    - **Mindfulness, Resilience and Well-being Grants** (2023-2024) will award $65 million in grant funding to further leverage California's existing SEL infrastructure. Funding is directed to support a network of 250+ focal schools that are located across each of California's 58 counties. County office of education leaders are working alongside district, school, and classroom leaders, providing support designed to prepare educators to deepen

[1] Five departments include DHCS, Department of Health Care Access and Information, Department of Managed Health Care, California Department of Public Health, and the Office of the Surgeon General.

connections with students through relationship and community building, and to be front line responders to protect the psychological wellbeing of all young people across the state.

- **Youth Peer-to-Peer Support Program** (2023-2027) implements peer-to-peer support programs that expand access to behavioral health support services in DHCS selected high schools by disseminating $8M in grant funding and partnering with The Children's Partnership
- **CalHOPE Student Services** (2022-2024) operates an educator support program, including a network of ~6,000 members across all 58 counties who provide training and resources to educators and promote SEL-based instruction

- The State is also providing **sustainable funding via new reimbursement models** that reimagine how providers are reimbursed for behavioral health services in schools. The **Statewide Multi-Payer School-Linked Fee Schedule** establishes a specific set of behavioral health services and rates at which Medi-Cal and commercial plans are required to reimburse local education agencies, public institutions of higher education, and other school-affiliated providers.

3. Overview of school-linked partnerships and capacity grant program

A. Authorizing statute

DHCS has authority[2] to award competitive grants to qualified entities for the following purposes:

1) To build partnerships, capacity, and infrastructure supporting ongoing school-linked behavioral health services for children and youth 25 years of age and younger.

(2) To expand access to licensed medical and behavioral health professionals, counselors, peer support specialists, community health workers, and behavioral health coaches serving children and youth.

(3) To build a statewide provider network for behavioral health prevention and treatment services for children and youth, including those attending institutions of higher education.

[2] California Welfare and Institutions Code 5961.2 (link)

(4) To enhance coordination and partnerships with respect to behavioral health prevention and treatment services for children and youth via appropriate data sharing systems.

The statute further grants DHCS authority to define the eligibility criteria, grant application process, and methodology for the distribution of funds appropriated for the purposes described in this section to those entities it deems qualified. As such, DHCS is awarding $550 million in one-time grants to strengthen school-linked behavioral health services. This funding will be distributed among:

- California public K-12 schools ($400 million), and
- California public institutions of higher education ($150 million)

B. Program goals

Based on input from education stakeholders and partners, DHCS is designing the school-linked partnerships and capacity grants program around three primary goals:

1. **Fee schedule readiness:** Increase the number of Local Educational Agencies (LEAs) who meet the operational readiness requirements needed to join the behavioral health provider network and utilize the fee schedule. This will ensure that one-time funds are used in a way that promotes long-term sustainability

2. **Expanded access:** Increase availability, equity, and range of behavioral health services in schools or school-linked settings by augmenting LEAs' capabilities and capacity. This provides an opportunity for educational entities to increase capacity and expand service delivery in the nearer term. Similarly, investments in the systems around school-linked services can help expand access to behavioral health care in schools

3. **Collaborative Infrastructure:** Develop or enhance collaborative infrastructure across LEAs, MCPs (Medi-Cal and commercial plans), county behavioral health departments, and CBO providers that focus on child and youth behavioral wellbeing. Grant funds can be spent on developing plans to achieve common goals, policies to enable and measure success, and tools to improve collaboration to help these systems better support children and families.

C. Defining fee schedule readiness

Note: For additional information on the fee schedule please watch the introductory video here

LEAs seeking to join the school-linked behavioral health provider network and begin utilizing the fee schedule must achieve operational readiness across the following four categories:

- **Medi-Cal enrollment:** All LEAs must be Medi-Cal enrolled to be eligible to participate in the CYBHI fee schedule and to receive reimbursement for eligible services rendered under the fee schedule. Example requirements to be Medi-Cal enrolled may include:[3]
    - Completion of a Medi-Cal Provider Participation Agreement
    - Completion of a CYBHI-specific fee schedule program agreement to confirm the LEA's commitment to comply with mandatory program requirements
    - Completion of a Medi-Cal disclosure statement to gather information on the LEA (e.g., name, address, debts due to government that relate to federal or state health care programs, previous suspensions) and individuals who meet the definition of a managing employee[4] (e.g., social security number, past felonies, previous suspensions)
    - Submission of a certificate of general liability insurance covering the LEA and participating school sites. *General liability insurance covers premises and operation at the LEA address and includes costs of defense, legal costs, damage to property, and claims expenses because of injuries to other persons*
    - Submission of a certificate of professional liability insurance covering the LEA and participating school sites. *Professional liability insurance covers against the loss, damage, or expense incident to a claim arising out of the harm of any person as a result of malpractice in rendering professional services by any person who holds a license or certificate*
    - Submission of a certificate of workers' compensation insurance covering the LEA and participating school sites
- **Service delivery infrastructure and capacity building:** LEAs must have sufficient existing service delivery infrastructure and capabilities to expand service offerings to meet the behavioral health needs of students, including those without an Individualized Educational Plan (IEP). In addition, they must demonstrate sufficient capacity (e.g., physical space, staffing, resources, contracts) to furnish services covered by the fee schedule (see Appendix: Exhibit 2)

  LEAs can provide these services through a variety of models, including:
    - Employment of licensed behavioral health professionals

3 DHCS will share further details and publish documents on the DHCS website (in the coming months)

4 Any individual who exercises operational or managerial control over, or who directly or indirectly conducts the day-to-day operation of an applicant or provider.

- Employment of Pupil Personnel Service (PPS) credentialed practitioners
- Contracting or affiliating with behavioral health practitioners, provider groups, clinics, community-based organizations (CBOs), or county behavioral health departments

Note: DHCS is in the process of defining how to measure "sufficient" capacity prior to being able to utilize the fee schedule and will follow-up with additional detail

- **Data collection and documentation:** LEAs must have defined policies and protocols for collecting, storing, and transmitting the following information to the State's Third-Party Administrator (TPA) (as appropriate), including the following:
  - Student data and healthcare coverage information (e.g., subscriber name, date of birth, insurance provider, policy number, group number),
  - Provider network information (e.g., provider name, certification number), and
  - Information on the provision of behavioral health services (e.g., date of service, name of recipient, service location, treatment plans).

  Data collected and transmitted must include, at a minimum: date of service; name of recipient; Medi-Cal identification number (if applicable); provider agency and person providing the service, and associated NPI numbers; nature, extent, or units of service; place of service; and eligibility for Individuals with Disabilities Education Act funding. This is in accordance with California Code of Regulations, Title 22, Section 51476, which explains that LEA providers must also keep, maintain, and have readily retrievable records to fully disclose the type and extent of services provided to Medi-Cal eligible students.

  Data collection and documentation processes must also comply with Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) requirements, in addition to any other applicable state and federal laws pertaining to privacy of protected health information and personal identifying information.

  Note: DHCS in the process of defining potential Data Use Agreements between providers and the State's Third-Party Administrator – details will follow.

- **Billing infrastructure:** LEAs must be able to transmit sufficient data and information to the state's Third-Party Administrator (TPA) to be able to file a claim. LEAs must also be able to receive payments. DHCS will require LEAs to have:
  - A designated billing entity (e.g., COE, LEA, individual school-sites)

- Sufficient technology infrastructure for claims submission (e.g., automated data sharing between providers and payers, medical billing software, claim analytics)
- Sufficient technology infrastructure for payment remittance

All LEAs who are applying to join the school-linked behavioral health provider network will be required to submit the necessary documentation to demonstrate readiness prior to DHCS approval.

4. Qualified entities and permissible uses of funding

A. Entities qualified to submit a grant application

County Offices of Education (COEs), the California Schools for the Deaf, and the California School for the Blind. Each COE will determine, with input from local partners, the funding strategy and disseminate funding to LEAs, charter schools, community-based organizations and/or other implementing partners in the county. Please see Section 5: Grant administration for additional details about the grant administration process for COEs.

The intent of these dollars is to support LEAs that are implementing or will implement the CYBHI fee schedule at some future date; as such, all LEAs are eligible to access funding now, even if they plan to begin utilizing the fee schedule in Cohorts 2 (June 2024) or 3 (January 2025), or beyond. COEs may also choose to distribute funds to LEAs that are not ready to commit to implementing the fee schedule, as long as the funds are allocated appropriately and consistent with the permissible use of funds outline in the next section. Eligible LEAs/entities include:

- County Offices of Education
- Local education agencies
- Charter schools
- California Schools for the Deaf
- California School for the Blind
- Community partners

B. Permissible use of funds

Given the goals outlined above (See section 2B. Program goals), the majority of funding is intended to be used to achieve fee schedule readiness, with additional funding available for improving access, equity, and range in behavioral health services.

County Offices of Education and Local Education Agencies

The majority of the funding for this grant program is intended to go to Local Education Agencies (LEAs). County Offices of Education (COEs) will work in collaboration with their LEAs as LEAs determine their priority funding activities. LEAs may choose to delegate or defer to their COE to fulfill an objective of the priority funding activity, for example purchasing an electronic health record system or claims submission software for multiple LEAs within the County. In that case, the COE will pool the contributions from the LEAs to support activities on behalf of their LEA(s). However, should a COE not fulfill activities on behalf of their LEAs, 80% of the funding is intended to flow directly to LEAs. As a part of the COE Implementation Plan process, COEs must provide rationale for LEA allocations. Should LEAs have lower than 80% allocation overall to their LEAs, the Grant Administrator will require sufficient rationale for the COE role in LEA funding activities.

County Offices of Education permissible distribution of funding[5]

County Offices of Education (COEs), as well as the California Schools for the Deaf and the California School for the Blind, will be responsible for appropriately distributing funds allocated by DHCS and disseminated by the grant administrator(s) amongst the LEAs within their jurisdiction in line with program goals. The following guidelines outline how COEs can distribute funds allocated to their county. The following distribution model applies for funds utilized by COEs directly as well as by LEAs:

- **Fee schedule operational readiness:** At least 70% of each county's funding should be dedicated funding used by LEAs to achieve operational readiness, join the provider network, and begin to utilize the fee schedule (note: LEAs do not need to begin utilizing the fee schedule in Cohort 1 to be eligible for grant funding). NOTE: COEs that serve also as LEAs and COEs that will be centralizing some of the key functions of the fee schedule (e.g., billing will go through the COE) may also utilize funds in this category for that purpose.

- **Administrative costs:** Up to 10% of funding can be reserved by the COE to offset any COE administrative costs incurred while distributing grant funds among LEAs and/or supporting them as they onboard onto the provider network

[5] As determined by DHCS.

- **Collective impact:** Up to 10% of each county's funding can be dedicated to projects that build a necessary collaborative infrastructure for coordinated systems that focus on the needs of children and families. This can come in the form of technical assistance, coaching, and implementation support. Investments in collective impact can contribute to fee schedule readiness and/or expanding service delivery beyond the minimum readiness requirements. Example efforts include developing and designing a common agenda and shared measurement system to track progress, integrating activities across systems, and including families and communities in supporting youth behavioral health.

- **Other:** Up to 10% of each county's funds can be dedicated to other expenditures that the COE deems necessary to build capacity, invest in infrastructure or establish partnerships necessary to strengthen the COE or LEA's ability to provide behavioral health services and supports to students. DHCS and the grant administrator(s) will be required to approve other uses of funding through the implementation plan (see details below)

COEs will be required to submit an implementation plan for review by DHCS and the grant administrator(s). The plan should outline how the COE plans to use funds to achieve operational readiness and the allocations for LEAs in their county as well as a rationale for the allocation. In addition, in collaboration with COEs, LEAs will be required to submit an implementation plan for review by their COE, DHCS and grant administrator(s). The plan should outline how those LEAs plan to use grant funds to achieve operational readiness (see Section 4 on Grant Administration for additional detail). Entities that are unsure of whether planned activities qualify as permissible uses of funding are encouraged to contact the grant administrator(s) prior to submitting their implementation plan by emailing capacitygrants@sccoe.org.

COEs and LEAs should ensure that implementation plans prioritize the primary goal of operational readiness, and that one-time spending contributes to sustainable improvements. DHCS and the grant administrator(s) will provide technical assistance to support entities in designing implementation plans.

Permissible Uses of Funds – Priority Funding Activities

As stated above, at least 70% of grant funds distributed to COEs/LEAs should be used to implement the infrastructure, build capacity or invest in partnerships necessary to achieve operational readiness and develop systems to ensure that the fee schedule will be implemented in a manner that will increase equity and access to behavioral health services.

Funds used for developing operational readiness should address one or more of the four areas of operational readiness. See examples of permissible funding activities within each category below.

- **Medi-Cal enrollment:** This includes expenditures directly related to the process of an LEA or their designated providers / practitioners enrolling in Medi-Cal. The grant administrator(s) will provide technical assistance related to enrolling in Medi-Cal and operating in compliance with relevant state and federal regulations. Example LEA expenditures may include:
    - Paying wages for staff time spent enrolling the LEA or designated providers/practitioners in Medi-Cal
    - Covering administrative costs related to enrolling the LEA or designated providers/practitioners in Medi-Cal (e.g., any fees, operational burdens)
- **Service delivery infrastructure and capacity building:** This includes expenditures for LEAs to meet DHCS-set thresholds to deliver needed behavioral health services to all students. Service delivery infrastructure and capacity could include workforce augmentation, physical space expansion, or technological enablement. Investments in a collaborative infrastructure beyond individual LEAs that promotes the delivery of care to children and families are also eligible. Example expenditures may include:
    - Hiring or contracting with eligible providers to increase a school or school-site's capacity to deliver behavioral health services and grow the portfolio of behavioral health services offered (e.g., SUD services)

      Note: Grants provide an opportunity for one-time funding to potentially expand workforce. The LEA should consider how these expansions will be sustainable after grant funding ends. Fee schedule reimbursement may sustain a portion of salaries for new employees.
    - Contracting with community-based organizations, county behavioral health agencies, or other behavioral health providers to furnish covered school-based services to students.
    - Training COE, LEA or school-site staff to deliver evidence-based interventions in school-based behavioral health services (e.g., training costs for Cognitive Behavioral Intervention for Trauma in Schools, hiring supervisors to help staff get Pupil Personnel Services credentialed)
    - Modifying, furnishing, or preparing physical spaces to create rooms for on-site provision of behavioral health care services (e.g., creating a wellness room)
    - Purchasing supplies, technology, or tools that increase access to behavioral health services for students or improve service delivery (e.g., buying iPads so

students can access virtual services while at school; buying books about behavioral health or workbooks for students)

- Funding clinical supervision services for individuals working towards their credentials or licensure

- Covering travel costs for providers and employees to participate in relevant training opportunities, including transportation, lodging, and food

- **Data collection and documentation:** This includes spending to meet state and federal guidelines (e.g., HIPAA) on LEA's ability to maintain and transmit data on student health and healthcare coverage, service-level data, and the LEA's eligible practitioners and affiliated or contracted school-linked providers. Funds can be spent on technological enablement (e.g., software licenses, Electronic Medical Records, implementation technology) or workforce augmentation and improvement (e.g., training providers on data policies and processes, hiring new staff focused on data collection, outsourcing to a third party). Example expenditures may include:

  - Purchasing software licenses to enable data collection and exchange (e.g., Electronic Medical Records, or EMR) and technology needed to use it (e.g., computers / tablets for providers to use intake software)

    Note: Electronic Medical Records and other similar infrastructure can be purchased at the county level and shared among LEAs. Recruiting, hiring, onboarding, and supporting salaries for medical administrative assistants or other employees focused on maintaining and transmitting data related to behavioral health care coverage and service delivery

    Note: Grants provide an opportunity for one-time funding to potentially expand workforce. Salaries for new employees may be able to be sustained through ongoing fee schedule reimbursement

  - Contracting for services related to data collection, storage, and transmission.

  - Training providers or administrative employees on how to use data collection and exchange software (e.g., EMR)

- **Billing infrastructure:** This includes spending to meet DHCS guidelines on LEAs' ability to file claims and communicate necessary data to utilize the fee schedule. This includes having the resources and tools to maintain, select, and transmit service-level data for billing purposes. Funds can be spent on technological enablement (e.g., tools like billing software) or workforce augmentation (e.g., hiring internal staff, contracting with external parties, training staff on billing processes). Example expenditures may include:

- Recruiting, hiring, onboarding, and supporting salaries for billing specialists focused on operating data systems and claims filing
- Purchasing needed software licenses and technology services / solutions to facilitate the billing and claims process and additional technology needed for providers and LEAs to implement the solutions
- Training providers or administrative employees on how to use billing software
- Contracting with a full-service third-party billing vendor

  Note: Billing vendors will need to submit information to the state's TPA in order to file claims and receive reimbursements.
- Investing in systems infrastructure necessary to support claims transmission to state's TPA vendor

Other Permissible Uses of Funds – Secondary Funding Activities

Though funds should primarily be used to help LEAs achieve operational readiness and begin using the fee schedule, LEAs can also use grant funds to build collaborative infrastructure across multiple stakeholders (e.g., COEs, LEAs, Medi-Cal MCPs, CBO providers) that support coordinated systems to deliver services to children and families**.** These funds can be used for technical assistance, coaching, and implementation support. Examples of these expenditures include:

- Developing plans, policies, or procedures with a common goal that guides collaboration across systems and LEAs within a county
- Purchasing and disseminating tools to measure success along shared collaborative goals (e.g., new tools to communicate between school providers, community and family supports, and payors)
- Training or providing technical assistance to LEAs to share best practices and improve the county's ability to collaboratively provide behavioral health support to children and families

In addition, funds can be used to improve equity, access, and range in behavioral health services. Spending on equitable access could focus on removing barriers to engaging specific populations. Spending on improving the range of behavioral health services could focus on developing innovative partnerships with new types of providers or building behavioral health services into the student experience (e.g., universal screenings). Example expenditures may include:

- Implementing selected Evidence Based Practices and Community-Defined Evidence Practices (EBPs/CDEPs)
- Building and using the CYBHI Behavioral Health Virtual Services platform and tools for students to access behavioral health services
- Establishing partnerships with managed care plans, county behavioral health, and community-based organizations to deliver behavioral health services
- Adopting an outsourced clinical training model to improve capacity and access to different treatment types (e.g., funding graduate students to provide behavioral health services on campus)
- Providing universal behavioral health screenings to identify emerging behavioral health needs in the student population

The examples listed above do not constitute a comprehensive list of eligible expenditures. If a COE determines an alternative purpose for which they would like to use funds, they can communicate the rationale to the grant administrator(s). DHCS and the grant administrator(s) will review petitions for alternative uses of funds and communicate a decision.

All expenditures should be directly, demonstrably, and credibly related to achieving operational readiness, developing collective infrastructure, or improving equity, access, and range in school-linked behavioral health services. Expenditures outside of these guidelines will not be permitted without explicit permission from DHCS. If a COE or LEA would like to request funds for another purpose, a proposal may be submitted to the grant administrator(s) and DHCS for consideration. Any excess funds following completion of the implementation plan may still be utilized by the COE or LEA; however, in this situation, entities should send an updated implementation plan to DHCS through the grant administrator(s).

Ineligible uses of funds

Examples of ineligible uses of funds include:

- Fundraising
- Taxes
- Debts, late payment fees, contingency funds

5. K-12 Grant Allocation Methodology

DHCS used information from the California Department of Education, Local Control Funding Formula (LCFF), and Healthy Places Index to build a preliminary grant allocation

methodology. The grant administrator(s) will provide information to each county about the allocations.

EXHIBIT “D”

School Linked, Capacity Grant Budget (Must Align with Implementation Plan)

LEA Name:	
Program Contact Name, Title & Email	
Fiscal Agent Contact Name & Email:	

This budget should list all initiative expenditures for School Linked, Capacity Grant Budget Implementation Plan.

1. Operational Readiness (minimum of 70%) 2. Collective Impact (Optional: up to 10%) 3. LEA Administrative Costs (

1. Operational Readiness (minimum of 70%)

Object Code	Object of Expenditure	FY 2024/2025 Budget	FY 2025/2026 Budget	FY 2026/2027 Budget	Total Budget	Operational Readiness Sub Categories	Expenditure Description
1000-1999	Certificated Salaries				$0.00		
2000-2999	Classified Salaries				$0.00		
3000-3999	Employee Benefits				$0.00		
4000-4999	Books and Supplies				$0.00		
5000-5999	Services and Other Operating Expenditures				$0.00		
5000-5999	Services and Other Operating Expenditures				$0.00		
5000-5999	Services and Other Operating Expenditures				$0.00		
5000-5999	Services and Other Operating Expenditures				$0.00		
SUBTOTAL		$0.00	$0.00	$0.00	$0.00		
7000	Indirect Costs (%) Cannot exceed approved CDE rate	0	0	0	0		
	TOTAL	$0.00	$0.00	$0.00	$0.00		
	Percentage of Operational Readiness	#DIV/0!					

*If including salaries, please include how the positions will be sustain in the future.

2. Collective Impact (Optional: up to 10%)

Object Code	Object of Expenditure	FY 2024/2025 Budget	FY 2025/2026 Budget	FY 2026/2027 Budget	Total Budget	Expenditure Description
1000-1999	Certificated Salaries				$0.00	
2000-2999	Classified Salaries				$0.00	
3000-3999	Employee Benefits				$0.00	
4000-4999	Books and Supplies				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
SUBTOTAL		$0.00	$0.00	$0.00	$0.00	
7000	Indirect Costs (%) Cannot exceed approved CDE rate	0	0	0	0	
	TOTAL	$0.00	$0.00	$0.00	$0.00	
	Percentage of Collective Impact	#DIV/0!				

*If including salaries, please include how the positions will be sustain in the future.

3. LEA Administrative Costs (Optional: up to 10%)						
Object Code	Object of Expenditure	FY 2024/2025 Budget	FY 2025/2026 Budget	FY 2026/2027 Budget	Total Budget	Expenditure Description
1000-1999	Certificated Salaries				$0.00	
2000-2999	Classified Salaries				$0.00	
3000-3999	Employee Benefits				$0.00	
4000-4999	Books and Supplies				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
SUBTOTAL		$0.00	$0.00	$0.00	$0.00	
7000	Indirect Costs (%) Cannot exceed approved CDE rate	0	0	0	0	
	TOTAL	$0.00	$0.00	$0.00	$0.00	
	Percentage of LEA Administrataive Costs	#DIV/0!				

*If including salaries, please include how the positions will be sustain in the future.

4. Other (Optional: up to 10%)						
Object Code	Object of Expenditure	FY 2024/2025 Budget	FY 2025/2026 Budget	FY 2026/2027 Budget	Total Budget	Expenditure Description
1000-1999	Certificated Salaries				$0.00	
2000-2999	Classified Salaries				$0.00	
3000-3999	Employee Benefits				$0.00	
4000-4999	Books and Supplies				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
5000-5999	Services and Other Operating Expenditures				$0.00	
SUBTOTAL		$0.00	$0.00	$0.00	$0.00	
7000	Indirect Costs (%) Cannot exceed approved CDE rate	0	0	0	0	
	TOTAL	$0.00	$0.00	$0.00	$0.00	
	Percentage of Other	#DIV/0!				

*If including salaries, please include how the positions will be sustain in the future.

	Total	%
1. Operational Readiness (minimum of 70%)	$0.00	#DIV/0!
2. Collective Impact (Optional: up to 10%)	$0.00	#DIV/0!
3. LEA Administrative Costs (Optional: up to10%)	$0.00	#DIV/0!
4. Other (Optional: up to 10%)	$0.00	#DIV/0!
TOTAL of all Implementation Plan categories 1-4	**$0.00**	#DIV/0!

*Approved budget will be subject to OCDE and CalOptima review and approval

School Linked, Capacity Grant Budget Instructions

Budget

1 Budget approval is granted upon the completion and approval of your capacity grant implementation plan. This budget form should align with your approved implementation plan and capacity grant progress report for any budget modifications.

2 Fill in all the cells highlighted in green.
Totals will be automatically calculated.
Please provide description and amount.

3 Submit a budget to: dbyun@ocde.us

EXHIBIT “E”

School Linked, Capacity Grant Budget Revision

BUDGET REVISION TEMPLATE

Term: 7/1/2024-6/30/2027

Instruction: If your bi-annual capacity grant progress reports include changes to the original capacity grant implementation plan, copy this sheet to a new tab and note the corresponding budget revisions.

LEA	Agreement #	Budget Revision Date

Grant Term: July 1, 2024-June 30, 2027

1. Operational Readiness (minimum of 70%)

CATEGORY	Current Approved Budget	Proposed Amount of Increase (+)/ Decrease (-)	Proposed New Budget (Actuals)	% of change	Justification for Budget Change (Who, What, Where, and Why)
	a	*b*	*c=a+b*	*d=b/a*	
1000-1999	-	-		0%	
2000-2999	-	-		0%	
3000-3999	-	-		0%	
4000-4999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
7000 Indirect Costs [rate _____-%}	-	-		0%	
Total Budget	**-**	**-**	**-**		
Percentage of Operational Readiness					

2. Collective Impact (Optional: up to 10%)

CATEGORY	Current Approved Budget	Proposed Amount of Increase (+)/ Decrease (-)	Proposed New Budget (Actuals)	% of change	Justification for Budget Change (Who, What, Where, and Why)
	a	*b*	*c=a+b*	*d=b/a*	
1000-1999	-	-		0%	
2000-2999	-	-		0%	
3000-3999	-	-		0%	
4000-4999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
7000 Indirect Costs [rate _____-%}	-	-		0%	
Total Budget	**-**	**-**	**-**		
Percentage of Operational Readiness					

3. LEA Administrative Costs (Optional: up to 10%)					
CATEGORY	Current Approved Budget	Proposed Amount of Increase (+)/ Decrease (-)	Proposed New Budget (Actuals)	% of change	Justification for Budget Change (Who, What, Where, and Why)
	a	*b*	*c=a+b*	*d=b/a*	
1000-1999	-	-		0%	
2000-2999	-	-		0%	
3000-3999	-	-		0%	
4000-4999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
7000 Indirect Costs [rate _____-%}	-	-		0%	
Total Budget	-	-	-		
Percentage of Operational Readiness					

4. Other (Optional: up to 10%)					
CATEGORY	Current Approved Budget	Proposed Amount of Increase (+)/ Decrease (-)	Proposed New Budget (Actuals)	% of change	Justification for Budget Change (Who, What, Where, and Why)
	a	*b*	*c=a+b*	*d=b/a*	
1000-1999	-	-		0%	
2000-2999	-	-		0%	
3000-3999	-	-		0%	
4000-4999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
5000-5999	-	-		0%	
7000 Indirect Costs [rate _____-%}	-	-		0%	
Total Budget	-	-	-		
Percentage of Operational Readiness					

	New Total	New %
1. Operational Readiness (minimum of 70%)	-	#DIV/0!
2. Collective Impact (Optional: up to 10%)	-	#DIV/0!
3. LEA Administrative Costs (Optional: up to10%)	-	#DIV/0!
4. Other (Optional: up to 10%)	-	#DIV/0!
TOTAL of all Implementation Plan 1-4	-	#DIV/0!

School Linked, Capacity Grant Budget Revison Instructions

Budget Revisions

1 Budget revisions are not required unless there are changes to the budget and must be approved through the Capacity Grant Progress Reports.

2 Fill in all the cells highlighted in green.
Totals will be automatically calculated.
Please provide justification for the adjustment variance.

3 Submit a budget revision to: dbyun@ocde.us

EXHIBIT “F”

School Linked, Capacity Grant - Expenditure Report

Semi-Annual Reporting Form

LEA Name:	
Program Contact Name, Title & Email	
Fiscal Agent Contact Name & Email:	

This budget and expenditure description must connect to one or more School Linked, Capacity Grant (see below)

1. Operational Readiness (70%) 2. Collective Impact (10%) 3. LEA Administrative Costs

Categories	Approved Budget	Priority Funding Categories	Due: 1/10/25 Total spent 7/1/24 - 12/31/24	Due: 7/10/25 Total spent 1/1/25 - 6/30/25	Due: 1/10/26 Total spent 7/1/25- 12/31/25	Due: 7/10/26 Total spent 1/1/26 - 6/30/26	Due: 1/10/27 Total spent 7/1/26 - 12/31/26	Due: 7/10/27 Total spent 1/1/27 - 6/30/27	Total amount spent to date	Balance Remaining	Expenditure Description
Certificated Salaries: Position TItle, FTE, Period	0		0	0	0	0	0	0	0	0	
Certificated Salaries: Position TItle, FTE, Period	0		0	0	0	0	0	0	0	0	
Certificated Salaries: Position TItle, FTE, Period	0		0	0	0	0	0	0	0	0	
Subtotal 1000 Certified Salaries	**0**		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	
Classified Salaries: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Classified Salaries: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Classified Salaries: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Subtotal 2000 Classified Salaries	**0**		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Benefits: Position Title, FTE, Period	0		0	0	0	0	0	0	0	0	
Subtotal 3000 Benefits	**0**		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	
General Supplies	0		0	0	0	0	0	0	0	0	
Instructional Supplies	0		0	0	0	0	0	0	0	0	
	0		0	0	0	0	0	0	0	0	
	0		0	0	0	0	0	0	0	0	
Subtotal 4000 Supplies	**0**		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
Travel	0		0	0	0	0	0	0	0	0	
Workshop/Conference/Reg. Fee	0		0	0	0	0	0	0	0	0	
Contracted Services	0		0	0	0	0	0	0	0	0	
Other:	0		0	0	0	0	0	0	0	0	
Other:	0		0	0	0	0	0	0	0	0	
Other:	0		0	0	0	0	0	0	0	0	
Other:	0		0	0	0	0	0	0	0	0	
Subtotal 5000 Travel/Contractual/Other	**0**		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	
Indirect Costs	0		0	0	0	0	0	0	0	0	
TOTALS	**0**		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
Percentage Spent	**#DIV/0!**										

Priority Funding Activities (PFAs), Please select all that apply:

Category	Description
Recruiting, hiring, and supporting salaries for billing specialists focused on operating data systems and claims filing.	
Purchasing software licenses & technology services/solutions to facilitate the billing, claims process, additional technology needed for providers and LEAs to implement the solutions.	
Training providers or administrative employees on how to use billing software.	
Contracting with a full-service third-party billing vendor. Note: Billing vendors will need to submit information to the state's TPA in order to file claims and receive reimbursements.	
Investing in systems infrastructure necessary to support claims transmission to the state's TPA vendor.	

CERTIFICATION- I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.

Signature of Contractor (Original signature only)	**Date**
Name and Title (Please Print) :	
Fiscal Contact Name and Title:	**Date**

School Linked, Capacity Grant Expenditure Report Instructions

Expenditure Report

1	Click tab titled "Expenditure Report Form" Fill out: Name, Grant Award, and Approved Budget.
2	Enter expenditures for the current quartlery report
3	Sign and date
4	Send the completed and signed report to: dbyun@ocde.us

Anaheim Union High School District (AUHSD/District) Initial Proposal to Anaheim Secondary Teachers Association (ASTA/Association) for Negotiations of the 2025-26 Collective Bargaining Agreement

March 6, 2025

The following proposal is presented to ASTA for the purpose of beginning collective bargaining for the 2025-26 contract year. The District reserves the right to make a proposal in the following articles.

ARTICLE 1: AGREEMENT
ARTICLE 2: RECOGNITION
ARTICLE 8: LEAVES
ARTICLE 9: TRANSFER PROCEDURES
ARTICLE 10: HOURS OF EMPLOYMENT
ARTICLE 11: CLASS SIZE
ARTICLE 12: EVALUATION PROCEDURES
ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES
ARTICLE 19: FACULTY ADVISORY COUNCIL
ARTICLE 24: DURATION
APPENDICES C-5, C-6, AND C-7

Anaheim Secondary Teachers Association (ASTA/Association) Initial Proposal
to the Anaheim Union High School District (AUHSD/District)
for negotiations of the
2025-2026 Collective Bargaining Agreement (Agreement)

March 6, 2025

The following proposal is presented to the District for the purpose of beginning collective bargaining for the 2025-2026 successor contract.

ARTICLE 8: Leaves
ARTICLE 9: Transfer Process
ARTICLE 10: Hours of Employment
ARTICLE 11: Class Size (including Appendices J & K)
ARTICLE 13: Safety Conditions
ARTICLE 14: Wages and Items Related to Wages (including Appendices C & M)
ARTICLE 15: Health and Welfare
ARTICLE 17: Discipline
ARTICLE 18: Summer Programs
ARTICLE 20: Professional Learning
ARTICLE 24: Duration
APPENDIX M: Speech and Language Pathologist (SLP) Workload Stipends
APPENDIX __: Specialized Academic Instruction (SAI) Model

In addition to the articles and appendices above, the Association also proposes the creation of a new Article addressing the use of Artificial Intelligence.

EXHIBIT II

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 15
(Orange County)

Number of seats: 7 (Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

- ☐ Beverly Berryman (Fullerton SD)
- ☐ Bonnie Castrey (Huntington Beach Union HSD)*
- ☐ Jessica Guerrero (Anaheim Union HSD)
- ☐ Art Montez (Centralia ESD)*
- ☐ Rhodia Shead (Buena Park ESD)*
- ☐ Angela Hernandez (Centralia ESD)
- ☐ Suzie Swartz (Saddleback Valley USD)*

Write-in Candidates:

- ☐ Lauren Klatzker (Fullerton Joint UHSD)
- ☐ Frances Nguyen (Westminster SD)
- ☐ Carrie Flanders (Brea Olinda USD)

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

EideBailly

CPAs & BUSINESS ADVISORS

This agreement made and entered into this 6 of March, 2025, between the Governing Board of the Anaheim Union High School District, of Orange County, State of California, hereafter referred to as "District" and Eide Bailly, LLP, Certified Public Accountants, hereafter referred to as "Auditors".

We understand the services we are to provide the District for the three-year period beginning July 1, 2024 and ending June 30, 2027.

You have requested that we audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information for the three-year period beginning July 1, 2024 and ending June 30, 2027, and the related notes to the financial statements, which collectively comprise Anaheim Union High School District's basic financial statements. In addition, we will audit the District's compliance over major federal award programs for the three-year period beginning July 1, 2024 and ending June 30, 2027. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the District's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) *Government Auditing Standards,* and the requirements specified in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the District complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and Government Auditing Standards , if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing

the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedule – General Fund (and all major Special Revenue Fund, if applicable)
3. Schedule of Changes in the District's Total OPEB Liability and Related Ratios
4. Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program
5. Schedule of the District's Proportionate Share of the Net Pension Liability
6. Schedule of the District's Pension Contributions

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Schedules required by the current Audit Guide, *issued by the Education Audit Appeals Panel.*
2. Combining Statements – Non-Major Governmental Funds

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information. Our responsibility for other information included in documents containing the District's audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

1. Local Education Agency Organization Structure

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse.

We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the requirements specified in the Audit Guide. As part of an audit of financial statements in accordance with GAAS and in accordance with Government Auditing Standards, Uniform Guidance and/or any state or regulatory audit requirements , we exercise professional judgment and maintain professional skepticism throughout the audit. We will also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

Reporting

We will issue a written report upon completion of our audit of the District ’s basic financial statements. Our report will be addressed to the governing body of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), to our auditor’s report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on *State Compliance* upon completion of our audit.

Annual Report – Form and Content, Delivery

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the Education Code, including the required compliance audit provisions of the Uniform Guidance, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. CFR Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards (Uniform Guidance).

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors. Ten bound copies of the audit report may be rendered to the District, in addition to the copies required to be filed with the applicable governmental units. Copies in excess of the contract amount may be billed for an additional fee.

Audit of Major Program Compliance

Our audit of the District’s major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the District’s compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee

that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS *and, if applicable, in accordance with Government Auditing Standards, and/or any state or regulatory audit requirements*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget OMB *Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs, and performing such other procedures as we considers necessary in the circumstances The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the District's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the District's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the District's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;

5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective of internal control over federal awards that provides reasonable assurance that the District is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the District complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
    a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
    b. Additional information that we may request from management for the purpose of the audit; and
    c. Unrestricted access to persons within the District and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the District involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of

federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form
- Propose conversion entries and roll forward schedules to be reviewed and approved by management which include debt service roll forward schedule.
- Assistance with pension & OPEB calculations, including deferrals.

We will not assume management responsibilities on behalf of Anaheim Union High School District. Anaheim Union High School District's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

Fees and Timing

Andrew Park is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges and a technology fee. Invoices are payable upon presentation. Our fee for the audit will be $69,000 for June 30, 2025, $75,000 for June 30, 2026, and $81,500 for June 30, 2027. Additionally, our fees for the financial and performance audits of the District's Measure H and Measure K will be $10,000 and $10,000, respectively, for each year under this agreement. The District will also be responsible for actual travel expenses incurred, including mileage and toll fees resulting from field visits.

The final installment will represent the 10 percent withheld amount pursuant to Education Code 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with Education Code Section 14505 (b), the District shall withhold 50 percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements.
- New professional standards or regulatory requirements (i.e. new GASB pronouncements).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records. (i.e. audit adjustments)
- Failure to meet the statutory deadline for submission of the audit due to an extension.
- New or unusual transaction. (i.e. new debt issuance or debt refunding)
- Failure of District staff to prepare and provide information in a timely manner.

- Lack of availability of appropriate personnel during the audit fieldwork.
- New Federal programs requiring audit.
- Additional federal programs requiring audit as a result the programs being identified as high or higher risk, or the District not qualifying as a low risk auditee.
- New state programs requiring audit if it results in an increase in the number of programs requiring audit in a given year.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, “service providers”) in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Neither of us may use or disclose the other’s confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly’s confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor’s report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the District’s significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management’s consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal District and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide

Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly, LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing services for Mountain View Elementary School District.

Assisting you with your compliance with the Corporate Transparency Act ("CTA"), including beneficial ownership information ("BOI") reporting, if applicable, is not within the scope of this engagement. You have sole responsibility for your compliance with the CTA, including its BOI reporting requirements and the collection of relevant ownership information. We shall have no liability resulting from your failure to comply with CTA. Consider consulting with legal counsel if you have questions regarding the applicability of the CTA's reporting requirements and issues surrounding the collection of relevant ownership information.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Andrew Park, CPA
Partner

****

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Anaheim Union High School District by:

Name: s/Nancy C. Nien, Ph.D.

Title: Assistant Superintendent, Business

Date: _____

EideBailly

CPAs & BUSINESS ADVISORS

February 19, 2025

Anaheim Union High School District
Attn: Nancy Nien, Assistant Superintendent, Business
501 N. Crescent Way
Anaheim, CA 92801

Dear Nancy:

Thank you for your interest in contracting with our firm for non-audit services. This letter outlines the understanding of the terms and objectives of the consulting engagement between Eide Bailly LLP (Eide Bailly) and Anaheim Union High School District.

Scope of Engagement

We will work with you to provide consulting services in connection with providing professional development covering the District's various Booster Clubs, with an emphasis on internal controls.

Our engagement will be performed under the Statements on Standards for Consulting Services issued by the American Institute of Certified Public Accountants (AICPA). We will not provide audit, review, compilation or financial statement preparation services to any historical or prospective financial information or provide attestation services under the AICPA Statements on Standards for Attestation Engagements and assume no responsibility for any such information.

You will provide us, as promptly as possible, all requested information and documentation reasonably deemed necessary or desirable by us in connection with the engagement. You represent and warrant that all information and documentation provided or to be provided to us is true, correct and complete, to the best of your knowledge and belief. We are authorized to rely upon such information and documentation without independent investigation or verification.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing audit services for We will work with you to provide consulting services in connection with providing professional development covering the District's various Booster Clubs.

Timeline

We will begin our procedures upon acceptance of this engagement agreement. We would expect to have our work completed within a mutually agreed-upon timeline. This timetable assumes the timely receipt of requested information and the cooperation of the parties involved. If delays are experienced in receiving information, the delivery of our work will be delayed accordingly.

Fees

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. Our fee for the engagement will be a $6,000 which will include preparation of training materials, presentation and travel time. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain engagement documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such engagement documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected engagement documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such engagement documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our procedures are completed, you will be billed for services to the date of termination. All bills are payable upon receipt. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Anaheim Union High School District accepts responsibility for the results of the services being provided and agrees to perform the following functions in connection with this engagement:

- Make all management decisions and perform all management functions.
- Designate a competent individual to oversee the services.
- Evaluate the adequacy and results of the services performed.
- Accept responsibility for the results of the services.
- Establish and maintain internal controls, including monitoring ongoing activities.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in San Bernardino County, California. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in the information provided to us to complete our engagement that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the engagement. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in Rancho Cucamonga, California.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our engagement including our respective responsibilities.

We appreciate the opportunity to be of service to you and look forward to working with you and your staff.

Respectfully,

Andrew Park, CPA
Partner

****

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Anaheim Union High School District by:

Name: s/Nancy C. Nien, Ph.D.

Title: Assistant Superintendent, Business

Anaheim Union High School District

Projects at Dale, Katella & Kennedy

Neff Construction, Inc.

Amendment No. 1

December 5, 2024

This Amendment No. 1 shall be incorporated in those certain documents dated August 23, 2023 entitled, "Construction Services Agreement" ("CSA"). The parties desire to amend the CSA as indicated below. Where any Article or portion is amended or superseded, the balance of that Article or portion not specifically amended or superseded shall remain in effect as originally written. Where any Article or portion thereof is supplemented, that supplement shall be considered added thereto, and the original provisions of the Article shall remain in effect as originally written. Where any Paragraph or Section is referenced, such Paragraph or Section is superseded and replaced by the language herein. This Amendment No.1, taken together with the CSA dated August 23, 2023, represents the new Construction Services Agreement.

I. AMEND THE CONSTRUCTION SERVICES AGREEMENT AS FOLLOWS:

A. Add Articles 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, as follows:

Kennedy High School – Kennedy Image Lighting

The following are established through Contractor's review of the Program, Contract Documents and through Contractor's Due Diligence prior to entering into this Agreement:

3.10 Contract Time is 120 Days.

3.11 Liquidated Damages for overstaying Lease (Art. 18) is $1,000.00 per calendar day.

3.12 Guaranteed Maximum Price (Art. 5) is $40,000.

3.12.1 Construction Contingency (within GMP) is $3,501.41.

3.12.2 Errors and Omissions Contingency (within GMP) is $0.

3.13 The only exception to the GMP is Unforeseen Underground Conditions, and District Contingency for Owner requested extras as follows:

3.13.1 District's Contingency (Art. 8) is $1,000. District Contingency is carried outside of the GMP.

3.13.2 Unforeseen Allowance is $1,000. Unforeseen Allowance is carried outside of the GMP.

3.14 The Contractor's fee for this Project is 5.25 percent (5.25%) and is included in the GMP.

3.15 ~~Guaranteed~~ Maximum Price (Art 5) for **Projects at Dale, Katella & Kennedy & Kennedy Image Lighting** combined is **$8,193,924**.

End of Amendment No. 1

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this Construction Services Agreement Amendment as of the day and year first above written.

CONTRACTOR	DISTRICT:
NEFF CONSTRUCTION, INC.	**ANAHEIM UNION HIGH SCHOOL DISTRICT**
By: _____ NICK MIERAU, CEO	By: _____ Nancy Nien, Assistant Superintendent, Business Services

NEFF CONSTRUCTION - AMENDMENT #1
Monday, December 2, 2024

RDM Electrical		
Bid	$	30,400.00
Bond (1%)	$	304.00
Subtotal	**$**	**30,704.00**
Fee (4.25%)	$	1,304.92
Bond (1%)	$	320.09
Total	**$**	**32,329.01**

Darkhorse Lightworks			
Bid	$	3,960.00	*18 hours*
Subtotal	**$**	**3,960.00**	
Fee (4.25%)	$	168.30	
Bond (1%)	$	41.28	
Total	**$**	**4,169.58**	

GMP	**$**	**36,498.59**	
Contingency	**$**	**3,501.41**	*9.593%*
Amendment #1 value	**$**	**40,000.00**	

CHANGE ORDER NO.1

(Additive)

PROJECT: RFP #2022-28 Katella High School Pool Project

TO: Byrom-Davey, Inc.

You are hereby directed to provide the extra work necessary to comply with this Change Order.

DESCRIPTION OF CHANGE:

Work Orders #1-13- Change order work related to the Katella HS Pool Renovation Project. These work orders reflect the additive and deductive intermediate change directives required to complete the project. The mentioned work orders are reflected in the total cost of the work for the project.

COST (This cost shall not be deleted.):

Original contract price:	$ 5,467,797.00
Change Order amount:	$ 362,300.58
New contract price:	$ 5,830,097.58

TIME FOR COMPLETION:

Original completion date:	365 calendar days
Time for completion of Change Order:	270 days
New completion date:	635 calendar days

Contractor agrees to perform the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. The amount of the charges under this Change Order is limited to the charges allowed under Article 59 of the General Conditions. The adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the contract time due Contractor arising out of the change in the work covered by this Change Order, unless otherwise provided 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.

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By: _____
Signature

Steve Davey
Print Name

President/CEO
Title

2-5-2025
Date

DISTRICT

By: _____
Signature

Nancy C. Nien, Ph.D.
Print Name

Assistant Superintendent, Business
Title

_____
Date

ARCHITECT

By: _____
Signature

_____
Print Name

_____
Title

_____
Date

KHS POOL RENOVATION
2/4/2025

Guaranteed Maximum Price (GMP)	**$**	**5,467,797.00**
Contingencies Outside the GMP		
Unforeseen Allowance	$	109,356.00
Owner Contingency	$	54,678.00
Additional Contingency Needed	$	198,266.58
Total ADD to GMP	**$**	**362,300.58**
New Contract Price	**$**	**5,830,097.58**

CHANGE ORDER NO.1

(Deductive)

PROJECT: RFP #2023-24 Orangeview Jr. High School Site Improvements

TO: Construct 1 One, Corp.

You are hereby directed to provide the extra work necessary to comply with this Change Order.

DESCRIPTION OF CHANGE:

Work Orders #1-11- Change order work related to the Orangeview Jr. High School Site Improvements Project. These work orders reflect the additive and deductive intermediate change directives required to complete the project. The mentioned work orders are reflected in the total cost of the work for the project.

COST (This cost shall not be deleted.):

Original contract price:	$ 9,698,948.00
Change Order amount:	$ (286,041.64)
New contract price:	$ 9,412,906.36

TIME FOR COMPLETION:

Original completion date:	365 calendar days
Time for completion of Change Order:	75 days
New completion date:	440 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: John Genta
Signature

John Genta
Print Name

Vice President
Title

1-30-25
Date

DISTRICT

By: _____
Signature

Nancy C. Nien, Ph.D.
Print Name

Assistant Superintendent, Business
Title

_____
Date

ARCHITECT

By: Ahmad Mohseni
Signature

Ahmad Mohseni
Print Name

Architect, Construction Administrator
Title

02/04/2025
Date

Guaranteed Maximum Price (GMP)	**$ 9,698,948.00**
Unused Contingencies Within the GMP	$ (271,129.52)
Unused Contingency (w/in GMP) Fee Credit	$ (14,912.12)
Total Project Savings	**$ (286,041.64)**
New Contract Price	**$ 9,412,906.36**

Bid 2025-03

CHANGE ORDER NO.1

(Deductive)

PROJECT: Bid #2025-03 District Office Roofing

TO: Courtney, Inc.

You are hereby directed to comply with this Change Order.

DESCRIPTION OF CHANGE:

- Work Order 1 – DEDUCT ($19,555)

COST (This cost shall be deleted.):

Original contract price:	$998,250
Change Order amount:	($19,555)
New contract price:	$978,695

TIME FOR COMPLETION:

Original completion date:	53 Consecutive Calendar Days
Time for completion of Change Order:	0 days
New completion date:	53 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

ROBERT GILBERT
Print Name

CFO
Title

2-6-25
Date

DISTRICT

By: _____
Signature

Nancy C. Nien, Ph.D.
Print Name

Assistant Superintendent, Business
Title

_____
Date

CONSULTANT

By: _____
Signature

Steven Tolsma
Print Name

Field Advisor
Title

1/30/2025
Date

Facilities Planning, Design and Construction
501 N. Crescent Way ~ P.O. Box 3520
Anaheim, CA 92803-3520
Tel: 714.999.5454

Project Name: District Office Roofing

P.O. #U64A0123

Project Number: 2025-03

DSA #: n/a

Work Order

To: *Courtney, Inc.*
16781 Millikan Ave.
Irvine, CA 92606

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	DESCRIPTION	APPROVED COST	ADD / DEDUCT
1	13sq' @ abandoned concrete curb	**$4,882.00**	**ADD**
2	Encapsulate Existing Curb	REJECTED	
2.1	Encapsulate Existing Curb	REJECTED	
2.2	Encapsulate Existing Curb	**$5,475.00**	**ADD**
3	Additional Footage Seam Repair	REJECTED	
3.1	Additional Footage Seam Repair	REJECTED	
3.2	Additional Footage Seam Repair	**$40,088.00**	**ADD**
	Contract Allowance SOW Section 1.13	**($70,000)**	**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 $-19,555.00 ☐ 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.

Tuesday, January 21, 2025

P.O. #U64A0123
DSA #: n/a

To: *Courtney, Inc. 2025-03*
16781 Millikan Ave.
Irvine, CA 92606

Work Order # 001

	Signature	Date
AUHSD Assistant Superintendent, Business		1-24-25
AUHSD Patricia Neely		1/24/25
Contractor		1/23/25
~~Architect~~ Consultant		1/22/2025
Project Manager		1/22/25
IOR		

Tuesday, January 21, 2025

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

Quantity	Description
2	Book Shelf
2	Cabinet, Storage Metal
1	Cart, Flatbed
7	Choir Riser
7	File Cabinet
1	Ice Machine
3	Piano
10	Platform Stage Pieces
1	Refrigerator, Commercial
60	Student Desk
1	Table Metal
1	Table Wooden
1	Table, Computer

Declaring Certain Vehicles as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Vehicle №	Year	Make/Model	Vehicle Vin.
1	Pickup Truck #311	1984	GMC S-15	1GTBS14A0E8531767
1	School Bus Elec. #100	2019	Starcraft	1F66F5KY1G0A02507
1	School Bus Elec. #101	2019	Starcraft	1F66F5KY3G0A02508

ANAHEIM UHSD
PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

EXHIBIT QQ

BOARD OF TRUSTEES MEETING 03/06/2025 **FROM 02/03/2025 TO 02/23/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0504	360DTII LLC	1,363.91	1,363.91	0112112072 4410	PURCHASING/GENL ADM / EQUIPMENT - NON-
U64T0506	360DTII LLC	719.11	719.11	0102102071 4410	SUPT/BRD SUPT / EQUIPMENT - NON-CAPITALIZED
U64T0528	360DTII LLC	1,438.23	1,438.23	0131000910 4410	BR/LCFFF-CONCENTRATION/INSTR / EQUIPMENT -
U64X0473	A AND C URGENT CARE	1,000.00	1,000.00	0105105072 5810	CLASS HR/GENL ADM / NON-INSTRUCTIONAL PROF
U64R1560	A GOOD SIGN AND GRAPHICS COMPA	8,450.00	8,450.00	0144140027 5610	LEX/SCH ADM/SCH ADM / REPAIRS/MAINT - O/S
U64T0521	ACCO BRANDS USA LLC	596.29	596.29	0122140027 5610	MA/SCH ADM / REPAIRS/MAINT - O/S SERVICES
U64T0527	ADAFRUIT INDUSTRIES LLC	7,172.01	7,172.01	0142393110 4310	VEA PERKINS STUDENT ORG OXFORD /
U64R1592	AERIES SOFTWARE INC	1,579.00	1,579.00	0163750721 5210	EL/S & C (GOAL 1.7h)/SERV / TRAVEL AND
U64R1553	AIR-EX AIR CONDITIONING INC	13,036.00	13,036.00	0127235081 5610	KE/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
U64R1466	AMAZON CAPITAL SERVICE	294.14	294.14	0124028034 4320	LOARA/ATHLETICS/HEALTH / OTHER OFFICE/MISC
U64R1479	AMAZON CAPITAL SERVICE	133.98	133.98	0142000915 4310	OX/LCFF-CONCENTRATION/VAPA / INSTRUCTIONAL
U64R1481	AMAZON CAPITAL SERVICE	91.51	91.51	0119257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64R1506	AMAZON CAPITAL SERVICE	529.19	529.19	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1529	AMAZON CAPITAL SERVICE	1,286.92	1,286.92	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1550	AMAZON CAPITAL SERVICE	53.86	53.86	0153386110 4310	TITLE IV/ISLAMIC EDUC SC/INSTR / INSTRUCTIONA
U64R1584	AMAZON CAPITAL SERVICE	137.22	137.22	0110211581 4355	MAINTENANCE/GRADUATION/MO / MAINTENANCE
U64R1598	AMAZON CAPITAL SERVICE	1,927.06	1,927.06	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64R1599	AMAZON CAPITAL SERVICE	277.78	277.78	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64R1601	AMAZON CAPITAL SERVICE	569.19	569.19	0119283021 4410	SYS/SUPV INST / EQUIPMENT - NON-CAPITALIZED
U64R1608	AMAZON CAPITAL SERVICE	170.45	49.55	0142000081 4320	OXFORD/MO / OTHER OFFICE/MISC SUPPLIES
			120.90	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1611	AMAZON CAPITAL SERVICE	106.69	32.31	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
			74.38	0124000927 4320	LO/LCFF (EIA)/SCH ADMIN / OTHER OFFICE/MISC
U64R1627	AMAZON CAPITAL SERVICE	273.10	273.10	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64T0490	AMAZON CAPITAL SERVICE	172.18	172.18	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL &
U64T0495	AMAZON CAPITAL SERVICE	340.61	340.61	0153386110 4310	TITLE IV/ISLAMIC EDUC SC/INSTR / INSTRUCTIONA
U64T0496	AMAZON CAPITAL SERVICE	807.96	807.96	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 03/06/2025 **FROM 02/03/2025 TO 02/23/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0525	**AMAZON CAPITAL SERVICE**	**1,256.93**	1,256.93	0119283039 4310	SYS/OTHER PUPIL / INSTRUCTIONAL MATL &
U64T0531	**AMAZON CAPITAL SERVICE**	**311.40**	311.40	0140032010 4310	SOUTH/GEN SCI/INSTR / INSTRUCTIONAL MATL &
U64A0279	**ANAHEIM ELEMENTARY SCHOOL DIST**	**20,000.00**	20,000.00	0163750110 5810	EL/S & C (GOAL 1.1b)/INSTR / NON-INSTRUCTIONAL
U64T0503	**APPLE INC**	**437.50**	437.50	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
U64T0513	**APPLE INC**	**6,071.09**	6,071.09	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64T0524	**APPLE INC**	**2,624.99**	2,624.99	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1545	**AQUARIUM OF THE PACIFIC**	**264.00**	264.00	0132000910 5880	OR/LCFF-CONCENTRATION/INSTR / OTHER
U64R1476	**ATTAINMENT CO. INC.**	**1,818.43**	1,818.43	0119283021 4310	SYS/SUPV INST / INSTRUCTIONAL MATL & SUPPLIE
U64R1586	**AVID CENTER**	**675.00**	675.00	0131381010 5210	BR/ECIA1/INSTR / TRAVEL AND CONFERENCE
U64S0129	**B AND H PHOTO VIDEO INC**	**1,263.78**	1,263.78	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64T0469	**B AND H PHOTO VIDEO INC**	**276.99**	276.99	0120543010 4310	ANA/ED INNV & RES/INSTR / INSTRUCTIONAL MATI
U64T0475	**B AND H PHOTO VIDEO INC**	**2,045.08**	269.36	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			1,775.72	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
U64T0476	**B AND H PHOTO VIDEO INC**	**219.02**	219.02	0124257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64T0481	**B AND H PHOTO VIDEO INC**	**528.28**	528.28	0128000910 4410	CY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
U64T0484	**B AND H PHOTO VIDEO INC**	**997.75**	997.75	0132393010 4310	OR/VEA-2B/ISNTR / INSTRUCTIONAL MATL &
U64T0487	**B AND H PHOTO VIDEO INC**	**3,984.57**	2,315.52	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			1,669.05	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT - NON-
U64T0489	**B AND H PHOTO VIDEO INC**	**10,231.58**	3,266.45	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			6,965.13	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT - NON-
U64T0491	**B AND H PHOTO VIDEO INC**	**146.52**	146.52	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64T0492	**B AND H PHOTO VIDEO INC**	**7,306.09**	1,095.40	0152546010 4310	SWP ROUND 6 (ROUND1) / INSTRUCTIONAL MATL &
			6,210.69	0152546010 4410	SWP ROUND 6 (ROUND1) / EQUIPMENT - NON-
U64T0494	**B AND H PHOTO VIDEO INC**	**1,742.31**	1,742.31	0105105072 4410	CLASS HR/GENL ADM / EQUIPMENT - NON-
U64T0499	**B AND H PHOTO VIDEO INC**	**1,129.20**	53.85	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			1,075.35	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
U64T0500	**B AND H PHOTO VIDEO INC**	**1,148.58**	1,148.58	0120543010 4310	ANA/ED INNV & RES/INSTR / INSTRUCTIONAL MATI
U64T0501	**B AND H PHOTO VIDEO INC**	**560.28**	560.28	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &

ANAHEIM UHSD
PURCHASE ORDER DETAIL REPORT BY VENDOR NAME
BOARD OF TRUSTEES MEETING 03/06/2025 **FROM 02/03/2025 TO 02/23/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0516	**B AND H PHOTO VIDEO INC**	**1,080.92**	1,080.92	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64T0517	**B AND H PHOTO VIDEO INC**	**763.93**	763.93	0128546910 4310	CYP/SWP K12 PATHWAY(ROUND 5) / INSTRUCTIONA
U64T0518	**B AND H PHOTO VIDEO INC**	**285.54**	285.54	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64T0519	**B AND H PHOTO VIDEO INC**	**4,406.82**	4,406.82	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
U64T0533	**B AND H PHOTO VIDEO INC**	**1,669.09**	1,669.09	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
U64R1585	**BACH COMPANY, THE**	**272.67**	272.67	0135381010 4310	DALE/ECIA1/INSTR / INSTRUCTIONAL MATL &
U64R1613	**BACH COMPANY, THE**	**2,024.15**	2,024.15	0120543010 4310	ANA/ED INNV & RES/INSTR / INSTRUCTIONAL MATI
U64R1492	**BARNES AND NOBLE**	**387.97**	387.97	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
U64R1542	**BARNES AND NOBLE**	**361.72**	361.72	0163379010 4210	TITLE IIIA / LIMITED ENG PROF / BOOKS AND
U64R1626	**BARNES AND NOBLE**	**192.25**	192.25	0121041010 4210	WESTERN/ELD/INSTR / BOOKS AND REFERENCE
U64R1519	**BERTRAND'S MUSIC**	**2,060.07**	2,060.07	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1522	**BEST BUY FOR BUSINESS**	**137.64**	137.64	0119473010 4310	SYS/WORKABILITY/INSTR / INSTRUCTIONAL MATL
U64T0507	**BEST BUY FOR BUSINESS**	**136.38**	136.38	0124251511 4310	LEARN HDCP S/SE SEP CL/NSEV / INSTRUCTIONAL
U64T0511	**BEST BUY FOR BUSINESS**	**1,268.88**	1,268.88	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1556	**BEST PRICE APPLIANCE CORPORATI**	**69.00**	69.00	0123028081 5610	SAVANNA/ATHLETICS/MAINT / REPAIRS/MAINT - O/
U64R1493	**BIO RAD LABORATORIES INC.**	**91.26**	91.26	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
U64R1474	**BLICK ART MATERIALS LLC**	**5,799.60**	5,799.60	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
U64R1567	**BLICK ART MATERIALS LLC**	**2,726.57**	1,194.49	0144385015 4310	LEX/TITLE IV/VAPA / INSTRUCTIONAL MATL &
			1,532.08	0144439015 4310	LE/PROP 28:ARTS AND MUSIC/VAPA /
U64R1572	**BLICK ART MATERIALS LLC**	**693.87**	693.87	0127439015 4310	KE/PROP 28:ARTS AND MUSIC/VAPA /
U64R1609	**BLICK ART MATERIALS LLC**	**5,023.69**	3,461.31	0128439015 4310	CY/PROP 28:ARTS AND MUSIC/VAPA /
			1,562.38	0128439015 4410	CY/PROP 28:ARTS AND MUSIC/VAPA / EQUIPMENT -
U64R1632	**BLICK ART MATERIALS LLC**	**123.18**	123.18	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64R1602	**BLUE WAVE PRINTING & DISPLAY I**	**1,448.92**	1,448.92	0125381110 4410	KA/TITLE I PARENTING / EQUIPMENT - NON-
U64T0522	**BRAINPOP LLC**	**4,095.00**	4,095.00	0132000910 5880	OR/LCFF-CONCENTRATION/INSTR / OTHER
U64C0059	**BREA ORANGE COUNTY PLUMBING HE**	**2,500.00**	2,500.00	0121239081 5610	WESTERN/PLUMB/MO / REPAIRS/MAINT - O/S
U64R1531	**BSN SPORTS LLC**	**3,768.22**	3,768.22	0121027010 4310	WESTERN/PHYS ED/INSTR / INSTRUCTIONAL MATL

ANAHEIM UHSD
PURCHASE ORDER DETAIL REPORT BY VENDOR NAME
BOARD OF TRUSTEES MEETING 03/06/2025 **FROM 02/03/2025 TO 02/23/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64R1620	**BSN SPORTS LLC**	**285.54**	285.54	0140751640 4310	SO/ATHLETICS/ANCIL / INSTRUCTIONAL MATL &
U64R1631	**BSN SPORTS LLC**	**3,392.08**	2,853.33	0131751640 4310	BR/ATHLETICS/ANCIL / INSTRUCTIONAL MATL &
			538.75	0131751640 4410	BR/ATHLETICS/ANCIL / EQUIPMENT - NON-
U64R1498	**BUDDY'S ALL STARS INC**	**464.97**	464.97	0121595027 4320	WE/SHORT STAY VISIT/SCHL ADMIN / OTHER
U64R1559	**BUDDY'S ALL STARS INC**	**969.29**	969.29	0121028010 4310	WESTERN/ATHLET/INSTR / INSTRUCTIONAL MATL &
U64R1589	**BUDDY'S ALL STARS INC**	**1,102.36**	1,102.36	0142750640 4310	OX/AFTER SCHOOL/ANCIL / INSTRUCTIONAL MATL
U64R1619	**BUDDY'S ALL STARS INC**	**1,780.66**	1,780.66	0122028010 4310	MA/ATHLET/INSTR / INSTRUCTIONAL MATL &
U64R1514	**BULK BOOKSTORE**	**6,788.25**	6,788.25	0134000910 4210	WA/LCFF-CONCENTRATION/INSTR / BOOKS AND
U64R1538	**CABE**	**705.00**	705.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64R1615	**CABE**	**455.00**	455.00	0120381110 5210	TITLE I - PARENTING / TRAVEL AND CONFERENCE
U64R1616	**CABE**	**100.00**	100.00	0120452510 5210	ANA/CA COMM SCHOOLS/INSTR / TRAVEL AND
U64R1490	**CADA CENTRAL**	**725.00**	725.00	0134399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
U64R1510	**CADA CENTRAL**	**675.00**	675.00	0132000910 5210	OR/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64R1596	**CADA CENTRAL**	**1,050.00**	1,050.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64R1520	**CALIFORNIANS DEDICATED TO EDUC**	**700.00**	700.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
U64R1511	**CALIFORNIANS TOGETHER**	**800.00**	800.00	0131381010 5210	BR/ECIA1/INSTR / TRAVEL AND CONFERENCE
U64R1528	**CAPISTRANO GOLF CARS INC**	**1,056.49**	1,056.49	0127000081 5610	KE/MO / REPAIRS/MAINT - O/S SERVICES
U64R1523	**CAROLINA BIOLOGICAL SUPPLY CO.**	**363.73**	363.73	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1534	**CAROLINA BIOLOGICAL SUPPLY CO.**	**43.23**	43.23	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1535	**CAROLINA BIOLOGICAL SUPPLY CO.**	**368.51**	368.51	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1539	**CATE**	**350.00**	350.00	0161381010 5210	PO/TITLE I/INSTR / TRAVEL AND CONFERENCE
U64T0468	**CDW GOVERNMENT INC.**	**1,566.74**	1,566.74	0152546010 4310	SWP ROUND 6 (ROUND1) / INSTRUCTIONAL MATL &
U64T0472	**CDW GOVERNMENT INC.**	**1,487.76**	1,487.76	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
U64T0508	**CDW GOVERNMENT INC.**	**115.40**	115.40	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
U64T0520	**CDW GOVERNMENT INC.**	**743.48**	743.48	0125381110 4410	KA/TITLE I PARENTING / EQUIPMENT - NON-
U64R1525	**CHEFS' TOYS**	**830.12**	830.12	0127393010 4310	KE/VEA-2B/INSTR / INSTRUCTIONAL MATL &

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U64T0534	**CMS COMMUNICATIONS INC**	**364.20**	95.90	0120750910 4310	AN/ILC/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			268.30	0120750910 5880	AN/ILC/INSTR / OTHER OPERATING EXPENSES
U64T0486	**CODEHS INC**	**3,320.00**	3,320.00	0125393010 5880	KA/VEA-2B/INSTR / OTHER OPERATING EXPENSES
U64R1603	**COLLEGE BOARD**	**175.00**	175.00	0124381010 5210	LO/TITLE I/INSTRUCTIONAL / TRAVEL AND
U64R1540	**COMMUNICATION RESOURCES**	**2,500.00**	2,500.00	0102102071 5810	SUPT/BRD SUPT / NON-INSTRUCTIONAL PROF
U64S0126	**COMPLETE OFFICE OF CA**	**7,721.37**	7,721.37	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64T0502	**CONN-SELMER INC**	**427.77**	427.77	0123439015 5880	SA/PROP 28:ARTS AND MUSIC/VAPA / OTHER
U64R1571	**COOK'S DIRECT**	**449.77**	449.77	0127393010 4310	KE/VEA-2B/INSTR / INSTRUCTIONAL MATL &
U64R1549	**CSPCA**	**799.00**	799.00	0105105072 5210	CLASS HR/GENL ADM / TRAVEL AND CONFERENCE
U64R1512	**CSULB**	**175.00**	175.00	0123381010 5210	SA/TITLE I/INSTR / TRAVEL AND CONFERENCE
U64R1590	**CULVER NEWLIN**	**8,648.02**	8,648.02	4221733185 4410	WE/FACILITIES COLSOLIDATION / EQUIPMENT - NO
U64R1621	**DECKER INC**	**1,101.86**	1,101.86	0120000081 4355	ANAHEIM/MO / MAINTENANCE SUPPLIES
U64R1548	**DEMCO INC**	**267.08**	267.08	0135000910 4210	DA/LCFF-CONCENTRATION/INSTR / BOOKS AND
U64R1576	**DEMCO INC**	**105.00**	105.00	0144140027 4320	LEX/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64R1515	**EAI EDUCATION**	**63.78**	63.78	0125000910 4310	KA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1497	**EAST WHITTIER GLASS AND MIRROR**	**3,960.00**	3,960.00	0140234081 5610	SOUTH/GLASS/MO / REPAIRS/MAINT - O/S SERVICES
U64R1533	**EAST WHITTIER GLASS AND MIRROR**	**82,512.00**	82,512.00	4221733185 6216	WE/FACILITIES COLSOLIDATION / BUILDING
U64T0505	**EDULASTIC**	**125.00**	125.00	0142000910 5880	OX/LCFF-CONCENTRATION/INSTR / OTHER
U64T0512	**EHP SOLUTIONS**	**160.55**	160.55	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
U64A0277	**EKADENCE LEARNING FOUNDATION**	**15,000.00**	15,000.00	0164548510 5880	PD/CARNEGIE/INSTR / OTHER OPERATING EXPENSE
U64R1491	**ELDRIDGE PUBLISHING CO INC**	**316.23**	154.60	0120439015 4310	AN/PROP 28:ARTS AND MUSIC/VAPA /
			161.63	0120439015 5880	AN/PROP 28:ARTS AND MUSIC/VAPA / OTHER
U64R1610	**ELECTUDE USA**	**1,564.53**	1,564.53	0117751110 4210	IS/DUAL ENROLLMENT/INSTR / BOOKS AND
U64A0275	**ELEVATE LEARNING LLC**	**5,000.00**	5,000.00	0127000910 5805	KE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
U64R1552	**FERGUSON ENTERPRISES INC**	**819.97**	38.78	0120239081 4310	ANAHEIM/PLUMB/MO / INSTRUCTIONAL MATL &
			781.19	0120239081 4410	ANAHEIM/PLUMB/MO / EQUIPMENT - NON-
U64R1557	**FERGUSON ENTERPRISES INC**	**853.38**	853.38	0120239081 4410	ANAHEIM/PLUMB/MO / EQUIPMENT - NON-

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U64R1516	**FIRST**	**3,000.00**	3,000.00	0142000910 5880	OX/LCFF-CONCENTRATION/INSTR / OTHER
U64R1487	**FLINN SCIENTIFIC INC**	**280.13**	280.13	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1488	**FLINN SCIENTIFIC INC**	**319.49**	319.49	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1489	**FLINN SCIENTIFIC INC**	**546.49**	546.49	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1526	**FLINN SCIENTIFIC INC**	**69.02**	69.02	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1536	**FLINN SCIENTIFIC INC**	**2,742.44**	2,742.44	0100031010 4310	CHEMISTRY/INSTR / INSTRUCTIONAL MATL &
U64R1628	**FLINN SCIENTIFIC INC**	**811.14**	811.14	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
U64R1612	**FOLLETT CONTENT SOLUTIONS LLC**	**6,743.53**	6,743.53	0153000910 4210	SP PR/LCFF-SUPPLEMENTAL / BOOKS AND
U64T0482	**FOLLETT CONTENT SOLUTIONS LLC**	**219.99**	219.99	0127000910 5880	KE/LCFF-CONCENTRATION/INSTR / OTHER
U64T0471	**FREESTYLE PHOTOGRAPHIC SUPPLIE**	**1,515.94**	1,515.94	0127009015 4310	KE/PHOTO/VAPA / INSTRUCTIONAL MATL &
U64R1530	**FROSTY FRUIT LLC**	**4,499.37**	840.46	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			3,658.91	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
U64R1477	**FULLER TRUCK ACCESSORIES**	**1,261.03**	1,099.40	0110230081 6490	MAINTENANCE/MO / EQUIPMENT - OTHER
			161.63	0111000081 5580	MO/MO / SANITATION
U64R1554	**FULLERTON JOINT UNION HS DISTR**	**75.00**	75.00	0127000910 5880	KE/LCFF-CONCENTRATION/INSTR / OTHER
U64R1600	**FUNTASTIC BALLOON & HELIUM COM**	**781.19**	781.19	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64R1482	**GDL BEST CONTRACTORS INC**	**39,900.00**	39,900.00	4221733185 6270	WE/FACILITIES COLSOLIDATION / MAIN BUILDING
U64R1564	**GET PLAQUES LLC**	**2,409.95**	2,409.95	0127807940 4410	ASB/GENERAL/GIRLS / EQUIPMENT - NON-
U64A0271	**GIRLS INCORPORATED OF ORANGE C**	**70,000.00**	70,000.00	0117750110 5805	IS/DISTRICT PD/INSTR / INSTRUCTIONAL PROF
U64R1618	**GLASBY MAINTENANCE SUPPLY CO.**	**57.26**	57.26	0131000081 4347	BR/MO / OPERATIONS SUPPLIES - MISC
U64S0130	**GLASBY MAINTENANCE SUPPLY CO.**	**9,660.35**	9,660.35	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64R1604	**GOPHER SPORTS EQUIPMENT**	**2,751.07**	2,051.77	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
			699.30	0128385010 4410	CY/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
U64R1617	**GOPHER SPORTS EQUIPMENT**	**892.11**	892.11	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64R1595	**GRAMMY MUSEUM**	**436.00**	436.00	0137000910 5880	SY/LCFF-CONCENTRATION/INSTR / OTHER
U64R1574	**GREAT SCOTT TREE SERVICE INC**	**4,390.00**	4,390.00	0142220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
U64R1623	**GUNDERSON, MARK**	**1,000.00**	1,000.00	0153750115 5805	SP PR/S & C (GOAL 1.1a)/VAPA / INSTRUCTIONAL

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U64A0272	HCI SYSTEMS INC	252,142.54	252,142.54	0108750477 5610	IT/TECHNOLOGY/DATA PROCESSING /
U64R1563	HILLYARD FLOOR CARE SUPPLY	735.39	735.39	0111220081 4347	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
U64C0062	ICS SERVICE CO.	18,464.97	294.79	0140231081 4355	SOUTH/ELECTRIC/MO / MAINTENANCE SUPPLIES
			9,530.18	0140231081 4410	SOUTH/ELECTRIC/MO / EQUIPMENT - NON-
			8,640.00	0140231081 5610	SOUTH/ELECTRIC/MO / REPAIRS/MAINT - O/S
U64R1478	IML SECURITY SUPPLY	2,859.11	2,859.11	0122452510 5610	MA/CA COMM SCHOOLS/INSTR / REPAIRS/MAINT -
U64R1494	INFINITY AIR HVAC LLC	875.00	875.00	0120028040 5610	AN/ATHLET/ANCILLARY / REPAIRS/MAINT - O/S
U64R1507	IRONWOOD PLUMBING INC.	15,681.75	15,681.75	0147239081 5610	HOPE/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
U64R1484	J.W. PEPPER AND SON INC.	1,410.46	1,410.46	0142439015 4310	OX/PROP 28:ARTS AND MUSIC/VAPA /
U64R1635	J.W. PEPPER AND SON INC.	593.67	593.67	0125439015 4310	KA/PROP 28:ARTS AND MUSIC/VAPA /
U64R1575	JHM SUPPLY INC.	3,638.67	3,638.67	0134220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
U64R1532	JM AND J CONTRACTORS	1,300.00	1,300.00	4021720085 6274	WESTERN GENERAL/FAC / CONSTRUCTION - OTHER
U64R1558	JOHNSON CONTROLS FIRE PROTECTI	8,362.80	8,362.80	1421700181 5610	WESTERN/GENL DM/M&O / REPAIRS/MAINT - O/S
U64R1568	MACKIN LIBRARY MEDIA	2,500.00	2,500.00	0135000910 4210	DA/LCFF-CONCENTRATION/INSTR / BOOKS AND
U64R1569	MACKIN LIBRARY MEDIA	1,500.00	1,500.00	0135381010 4210	DALE/ECIA1/INSTR / BOOKS AND REFERENCE
U64R1570	MACKIN LIBRARY MEDIA	1,500.00	1,500.00	0135381010 4210	DALE/ECIA1/INSTR / BOOKS AND REFERENCE
U64T0530	MATTERHACKERS INC	189.44	189.44	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64A0281	MATTHEW LYON HAZZARD	1,000.00	1,000.00	0153750115 5805	SP PR/S & C (GOAL 1.1a)/VAPA / INSTRUCTIONAL
U64R1473	MEDCO SUPPLY COMPANY	234.00	234.00	0124028034 4320	LOARA/ATHLETICS/HEALTH / OTHER OFFICE/MISC
U64R1501	MEDCO SUPPLY COMPANY	1,526.79	1,526.79	0120000981 4410	AN/LCFF/M & O / EQUIPMENT - NON-CAPITALIZED
U64R1591	MEDCO SUPPLY COMPANY	1,144.45	1,144.45	0120028040 4320	AN/ATHLET/ANCILLARY / OTHER OFFICE/MISC
U64R1593	MICHAELS STORES INC & SUBS	141.48	141.48	0144006015 4310	LEX/THEATER/VAPA / INSTRUCTIONAL MATL &
U64R1583	MIKE'S CUSTOM FLOORING INC	1,693.49	650.00	0150230081 4355	ADMIN/GENERAL/MO / MAINTENANCE SUPPLIES
			1,043.49	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S
U64R1582	MISSION PAVING AND SEALING INC	24,500.00	24,500.00	1410701185 6170	MAINT/DEF MAINT/GROUND / LAND IMPROVEMENT
U64R1495	MONTGOMERY HARDWARE CO.	3,047.67	671.62	0138230081 4355	BALL/GENERAL/MO / MAINTENANCE SUPPLIES
			2,376.05	0138230081 4410	BALL/GENERAL/MO / EQUIPMENT - NON-

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U64R1629	**MONTGOMERY HARDWARE CO.**	**2,065.49**	357.54	0140000081 4355	SOUTH/MO / MAINTENANCE SUPPLIES
			1,707.95	0140000081 4410	SOUTH/MO / EQUIPMENT - NON-CAPITALIZED
U64R1483	**MOVER SERVICES INC**	**1,440.00**	1,440.00	4025720085 6274	KATELLA GENERAL/FAC / CONSTRUCTION - OTHER
U64R1500	**MURALS FOR SCHOOLS**	**13,495.00**	13,495.00	0138000981 5610	BA/LCFF (EIA)/M & o / REPAIRS/MAINT - O/S SERVIC
U64R1485	**MUSIC AND ARTS CENTER**	**2,457.60**	302.38	0135439015 4310	DA/PROP 28:ARTS AND MUSIC/VAPA /
			2,155.22	0135439015 4410	DA/PROP 28:ARTS AND MUSIC/VAPA / EQUIPMENT -
U64R1509	**MUSIC AND ARTS CENTER**	**431.00**	431.00	0124439015 4310	LO/PROP 28:ARTS AND MUSIC/VAPA /
U64T0483	**N2Y LLC**	**2,367.75**	2,367.75	0119283021 5880	SYS/SUPV INST / OTHER OPERATING EXPENSES
U64R1606	**NASCO**	**6,567.79**	1,163.47	0128013010 4310	CY/HECT/INSTR / INSTRUCTIONAL MATL & SUPPLIE
			5,404.32	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
U64R1607	**NASCO**	**1,088.66**	1,088.66	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
U64R1521	**NATIONAL NOTARY ASSOCIATION**	**614.69**	199.00	0106106072 5210	BUSINESS/GENL ADM / TRAVEL AND CONFERENCE
			415.69	0106106072 5880	BUSINESS/GENL ADM / OTHER OPERATING EXPENS
U64R1502	**NCS PEARSON INC.**	**4,438.65**	4,438.65	0119283232 4310	SYS/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
U64R1573	**NCS PEARSON INC.**	**335.91**	335.91	0119271519 4310	SPEECH & LANG/SE OTHER/NSEV / INSTRUCTIONAL
U64R1579	**NEVCO INC**	**150.00**	150.00	0124231081 5610	LOARA/ELECTRIC/MO / REPAIRS/MAINT - O/S
U64R1578	**NEW MANAGEMENT INC.**	**260.76**	260.76	0127140027 4320	KE/SCH ADM / OTHER OFFICE/MISC SUPPLIES
U64X0474	**NORTH ORANGE COUNTY REGIONAL**	**10,000.00**	10,000.00	0152750110 5805	RESEARCH&EVA/S & C (GOAL 1.1a) / INSTRUCTIONA
U64R1547	**NUTRIEN AG SOLUTIONS INC**	**3,588.08**	3,588.08	0164913510 4310	PD/MACC/INSTRUCTION / INSTRUCTIONAL MATL &
U64R1561	**O'REILLY AUTO PARTS**	**618.98**	618.98	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
U64R1580	**OC CUSTOM VINYL GRAPHICS AND S**	**2,833.82**	2,833.82	0127000081 5610	KE/MO / REPAIRS/MAINT - O/S SERVICES
U64R1566	**ORANGE COUNTY ATHLETIC DIRECTO**	**2,250.00**	2,250.00	0115115010 5210	EDUCATION/INSTR / TRAVEL AND CONFERENCE
U64R1622	**PARCHMENT LLC**	**550.00**	550.00	0152750110 5880	RESEARCH&EVA/S & C (GOAL 1.1a) / OTHER
U64R1565	**PCASC**	**50.00**	50.00	0105105072 5210	CLASS HR/GENL ADM / TRAVEL AND CONFERENCE
U64R1633	**PERMA BOUND**	**1,708.06**	1,708.06	0144000910 4210	LEX/LCFF-CONCENTRATION/INSTR / BOOKS AND
U64R1537	**PIPS**	**752,182.00**	564,136.50	0100000010 3601	GEN FUND/INSTR / WORKERS'COMP-CERTIFICATED
			188,045.50	0100000010 3602	GEN FUND/INSTR / WORKERS'COMP-CLASSIFIED
U64R1503	**PRO ED INC.**	**473.37**	473.37	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES

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U64R1562	**PROFESSIONAL GLASS**	**3,469.89**	3,469.89	0142000081 5610	OXFORD/MO / REPAIRS/MAINT - O/S SERVICES
U64R1504	**PSYCHOLOGICAL ASSESSMENT RESOU**	**8,939.89**	8,939.89	0119283232 4310	SYS/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
U64R1513	**RAMOS, JONATHAN**	**3,500.00**	3,500.00	0128000910 5880	CY/LCFF-CONCENTRATION/INSTR / OTHER
U64T0485	**READ NATURALLY**	**4,400.00**	4,400.00	0135452510 5880	DA/CA COMM SCHOOLS/INSTR / OTHER OPERATING
U64A0278	**REAL INSPIRATION INC.**	**3,900.00**	3,900.00	0138000910 5880	BA/LCFF-CONCENTRATION/INSTR / OTHER
U64R1524	**RIVERSIDE INSIGHTS**	**3,465.00**	3,465.00	0119283232 5210	SYS/PSYCH / TRAVEL AND CONFERENCE
U64C0058	**ROYAL TRUCK BODY**	**2,205.00**	2,205.00	0110230081 6490	MAINTENANCE/MO / EQUIPMENT - OTHER
U64C0060	**RWC INTERNATIONAL LTD**	**574.67**	574.67	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
U64A0276	**SANTA CLARA COUNTY OFFICE**	**100,000.00**	100,000.00	0160407521 5100	SCHOOL HEALTH DEMONST PROJECT /
U64S0128	**SCHOOL HEALTH CORPORATION**	**562.23**	562.23	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64R1634	**SCHOOL SERVICES OF CALIFORNIA**	**195.00**	195.00	0172172083 5210	SAFE SCHOOLS / TRAVEL AND CONFERENCE
U64R1480	**SCHOOL SPECIALTY INC**	**1,482.27**	1,482.27	0124439015 4310	LO/PROP 28:ARTS AND MUSIC/VAPA /
U64T0470	**SEHI COMPUTER PRODUCTS INC**	**891.85**	891.85	0120393110 4310	VEA PERKINS STUDENT ORG ANAHEI /
U64T0477	**SEHI COMPUTER PRODUCTS INC**	**10,207.46**	10,207.46	0142000010 4410	OXFORD/INSTR / EQUIPMENT - NON-CAPITALIZED
U64T0478	**SEHI COMPUTER PRODUCTS INC**	**2,489.29**	2,489.29	0119348010 4410	SYS/TRANSITION PARTNERSHIP PRO / EQUIPMENT -
U64T0479	**SEHI COMPUTER PRODUCTS INC**	**775.80**	775.80	0140393010 4310	VEA IIA/SOUTH/FIXED ASSETS / INSTRUCTIONAL
U64T0488	**SEHI COMPUTER PRODUCTS INC**	**818.90**	818.90	0137027010 4310	SY/PHYS ED/INSTR / INSTRUCTIONAL MATL &
U64T0493	**SEHI COMPUTER PRODUCTS INC**	**1,616,932.80**	1,616,932.80	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
U64T0497	**SEHI COMPUTER PRODUCTS INC**	**870.62**	870.62	0155155072 4410	BUSINESS/ GENL ADM / EQUIPMENT - NON-
U64T0510	**SEHI COMPUTER PRODUCTS INC**	**1,433.38**	1,433.38	0110230081 4410	MAINTENANCE/MO / EQUIPMENT - NON-
U64T0515	**SEHI COMPUTER PRODUCTS INC**	**26,168.18**	26,168.18	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
U64T0529	**SEHI COMPUTER PRODUCTS INC**	**122,107.50**	122,107.50	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
U64T0535	**SEHI COMPUTER PRODUCTS INC**	**7,178.50**	7,178.50	0160542531 4410	SCHL MNTL HLTH/WELNESS COACH/G / EQUIPMENT
U64R1508	**SIGNS SPECIALISTS CORPORATION**	**5,726.18**	5,726.18	0144000085 6227	LEX/ACQ CONST / BLDG OTHER COSTS
U64T0480	**SITECARE LLC**	**2,685.00**	1,140.00	0102087110 5810	SUPERINTENDENT/AIME/INSTR / NON-
			1,545.00	0102087110 5880	SUPERINTENDENT/AIME/INSTR / OTHER OPERATING

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U64R1518	**SKILLSUSA CALIFORNIA**	**560.00**	560.00	0142393010 5880	OXFORD/VEA-2B/INSTR / OTHER OPERATING
U64R1597	**SMARTSIGN**	**437.25**	437.25	0120000927 4320	ANA/LCFF (EIA)/SCH ADM / OTHER OFFICE/MISC
U64R1517	**SOCAL RBI LEAGUE**	**5,192.47**	5,192.47	0124025040 6490	LOARA/ASB/ANCIL / EQUIPMENT - OTHER
U64A0273	**SOCALGRAD**	**1,500.00**	1,500.00	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
U64A0280	**SOCALGRAD**	**2,000.00**	2,000.00	0123140027 4320	SA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64R1581	**SOCALGRAD**	**206.16**	206.16	0124066027 4320	LO/GRADUATION/SCHL ADMIN / OTHER OFFICE/MIS
U64A0274	**SOHNG, EUNYOUNG**	**750.00**	750.00	0153750115 5805	SP PR/S & C (GOAL 1.1a)/VAPA / INSTRUCTIONAL
U64R1594	**SONY PICTURES STUDIOS**	**1,300.00**	1,300.00	0128393010 5880	CY/VEA-2B/INSTR / OTHER OPERATING EXPENSES
U64R1505	**SOUTHWEST SCHOOL AND OFFICE SU**	**161.15**	161.15	0120272511 4310	AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL &
U64R1541	**SOUTHWEST SCHOOL AND OFFICE SU**	**127.66**	127.66	0153386110 4310	TITLE IV/ISLAMIC EDUC SC/INSTR / INSTRUCTIONA
U64S0127	**SOUTHWEST SCHOOL AND OFFICE SU**	**500.71**	500.71	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64T0498	**SPARK HIRE INC**	**14,591.50**	7,295.75	0104104072 5880	CERT HR/GENL ADM / OTHER OPERATING EXPENSE
			7,295.75	0105105072 5880	CLASS HR/GENL ADM / OTHER OPERATING EXPENS
U64R1577	**SPORTING GOOD, THE**	**672.36**	672.36	0123028010 4310	SA/ATHLET/INSTR / INSTRUCTIONAL MATL &
U64R1499	**SPORTS FACILITIES GROUP INC**	**3,441.60**	311.40	0128230081 4355	CY/GENERAL/MO / MAINTENANCE SUPPLIES
			1,630.20	0128230081 4410	CY/GENERAL/MO / EQUIPMENT - NON-CAPITALIZED
			1,500.00	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64R1543	**STAPLES ADVANTAGE**	**3,126.23**	3,003.42	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			122.81	0135140027 4320	DALE/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64R1544	**STAPLES ADVANTAGE**	**78.08**	78.08	0120261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
U64R1546	**STAPLES ADVANTAGE**	**720.57**	720.57	0120543010 4310	ANA/ED INNV & RES/INSTR / INSTRUCTIONAL MATI
U64R1605	**STAPLES ADVANTAGE**	**675.57**	675.57	0119348010 4310	SYS/TRANSITION PARTNERSHIP PRO /
U64R1624	**STAPLES ADVANTAGE**	**944.66**	944.66	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
U64T0532	**STAPLES ADVANTAGE**	**1,119.86**	1,119.86	0172172083 4320	SAFE SCHOOLS / OTHER OFFICE/MISC SUPPLIES
U64R1496	**STATE OF CALIFORNIA**	**575.00**	575.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
U64R1555	**STORM WATER INSPECTION**	**19,454.00**	3,364.00	0125230081 5610	KA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			8,320.00	0135230081 5610	DALE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICI
			7,770.00	0138230081 5610	BALL/GENERAL/MO / REPAIRS/MAINT - O/S SERVICI

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 03/06/2025 **FROM 02/03/2025 TO 02/23/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0526	**STUKENT INC**	**1,000.00**	1,000.00	0142393010 5880	OXFORD/VEA-2B/INSTR / OTHER OPERATING
U64T0473	**SUPPLYMASTER**	**565.04**	565.04	0140439015 4310	SO/PROP 28:ARTS AND MUSIC/VAPA /
U64T0474	**SUPPLYMASTER**	**753.39**	753.39	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
U64T0509	**SUPPLYMASTER**	**354.07**	354.07	0124252011 4310	LO/MILD MODERATE/SE SEP CL/NSE /
U64R1587	**SWEETWATER SOUND**	**1,601.16**	386.82	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
			1,214.34	0128000910 4410	CY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
U64R1614	**SWEETWATER SOUND**	**1,279.34**	1,279.34	0185439015 4310	ARTS ED/PROP 28/VAPA / INSTRUCTIONAL MATL &
U64R1486	**TAO ROSSINI A PROFESSIONAL**	**480.00**	480.00	0113113036 5821	TRANS/REG-ED/TRANSPORTATION / LEGAL FEES
U64T0523	**TEACHERS' CURRICULUM INSTITUTE**	**289.00**	289.00	0140000910 5880	SO/LCFF-CONCENTRATION/INSTR / OTHER
U64R1465	**TUXEDO WHOLESALER**	**7,485.19**	7,485.19	0123007015 4310	SA/INS MUS/VAPA / INSTRUCTIONAL MATL &
U64R1625	**ULINE**	**2,811.09**	2,811.09	0142393110 4310	VEA PERKINS STUDENT ORG OXFORD /
U64A0270	**UNIVERSITY OF CALIFORNIA IRVIN**	**16,810.00**	16,810.00	0164462510 5880	PD/CTC GRANT/INDIRECT / OTHER OPERATING
U64R1551	**VISION COMMUNICATIONS CO.**	**3,975.98**	3,975.98	0122452510 4320	MA/CA COMM SCHOOLS/INSTR / OTHER OFFICE/MIS
U64T0514	**VIVACITY TECH PBC**	**662.80**	662.80	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
U64R1527	**WRS GROUP LTD.**	**756.40**	756.40	0123385010 4410	SA/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE

Fund 01 Total:	**3,482,946.89**
Fund 14 Total:	**32,862.80**
Fund 40 Total:	**2,740.00**
Fund 42 Total:	**131,060.02**
Total Amount of Purchase Orders:	**3,649,609.71**

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES MEETING 03/06/2025

EXHIBIT RR

FROM 02/03/2025 TO 02/23/2025

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
S64R2235	CONTAINER ALLIANCE	3,434.65	+1,254.21	2525710185 6274	KAT/DEV FEES/ACQ / CONSTRUCTION - OTHER COSTS
U64A0076	EIDE BAILLY LLP	59,100.00	+8,100.00	0107107071 5820	ACCTG /AUDIT / AUDIT FEES
U64R0828	HOLLYWOOD BABE INC.	7,128.73	+0.17	0127439015 4310	KE/PROP 28:ARTS AND MUSIC/VAPA / INSTRUCTIONA
U64R1119	PENGUIN POTTERY LLC	1,002.61	+22.08	0127439015 4310	KE/PROP 28:ARTS AND MUSIC/VAPA / INSTRUCTIONA
U64R1270	MRS. NELSON'S BOOK COMPANY LLC	450.93	-14.23	0117751110 4310	IS/DUAL ENROLLMENT/INSTR / INSTRUCTIONAL MAT
U64R1366	ALONTI CAFE AND CATERING	1,359.73	+125.64	0127140027 5881	KE/SCH ADM / MEETING/WORKSHOP REFRESHMENTS
U64R1387	FULLER TRUCK ACCESSORIES	6,748.65	+2,214.96	0110230081 6490	MAINTENANCE/MO / EQUIPMENT - OTHER
U64T0438	CMS COMMUNICATIONS INC	151.08	+22.86	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64X0010	BEST-VIP CHAUFFEURED WORLDWIDE	75,000.00	+10,000.00	0113113036 5620	TRANS/REG-ED/TRANSPORTATION /
U64X0092	JUSTICE TESTING	6,500.00	+1,500.00	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /
U64X0186	CALIF. DEPT. OF TAX AND FEE AD	12,160.13	+7,160.13	0111220081 5880	OPERATIONS - GENERAL / OTHER OPERATING
U64X0260	REPUBLIC SERVICES OF SO. CALIF	40,000.00	+10,000.00	0111000081 5580	MO/MO / SANITATION
U64X0290	REFRIGERATION SUPPLIES DIST.	108,830.00	+18,830.00	0110235081 4355	MAINTENANCE/HVAC/MO / MAINTENANCE SUPPLIES
U64X0427	U S BANK	7,500.00	+2,000.00	0152750910 4310	RE/FILM ACADEMY/INSTR / INSTRUCTIONAL MATL &
U64X0470	LAGUNA CLAY CO.	450.00	+50.00	0127005015 4310	KE/ART/VAPA / INSTRUCTIONAL MATL & SUPPLIES

Fund 01 Total:	**60,011.61**
Fund 25 Total:	**1,254.21**
Total Amount of Change Orders:	**61,265.82**

VENDOR CHECK REGISTER
February 03, 2025 through February 23, 2025

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
1 CALL MATERIALS LLC	V6415656	4347	1,255.49	00203480
360DTii LLC	V6414513	4310	9,231.40	00203383
		4320	1,061.44	00203383
		4410	1,566.69	00203383
A AND C URGENT CARE	V6412935	5810	35.00	00203481
A AND V CONTRACTORS INC.	V6410406	6157	4,430.00	00203512
A U H S D FOOD SERVICE DEPT	V6400023	4390	238.14	00203513
			42.07	00203662
			190.45	00203704
			42.07	00203767
A Z BUS SALES INC.	V6400025	4385	369.16	00203663
AAA ELECTRIC MOTOR SALES	V6400033	4355	434.02	00203254
			371.88	00203440
AARDVARK CLAY AND SUPPLIES INC	V6400035	4410	560.30	00203312
ABU KHALAF, ZINEH	V6412791	5220	30.48	00203705
ACCURATE LABEL DESIGNS INC.	V6405870	4320	155.95	00203384
ACORN NATURALISTS	V6400069	4310	308.46	00203664
			20.41	00203706
ACQUIRE TO THRIVE LLC	V6415768	5560	515.64	00203255
ACS BILLING SERVICE	V6400072	5530	207.78	00203665
		5880	5,154.78	00203665
ADAMS, CLARE	V6413562	5220	54.46	00203768
AGILE OCCUPATIONAL MEDICINE PC	V6415577	5810	125.00	00203666
			420.00	00203769
AIR-EX AIR CONDITIONING INC	V6415590	5610	8,645.00	00203770
ALBRIGHT LIGHTING PLASTICS	V6410869	4355	117.45	00203707
ALONTI CAFE AND CATERING	V6413206	5881	3,434.36	00203256
			1,234.09	00203313
AMAZON CAPITAL SERVICE	V6410684	4310	957.88	00203314
			1,110.08	00203385
			129.20	00203441
			1,870.29	00203514
			145.37	00203667
			172.20	00203708
			1,653.96	00203771
		4320	634.65	00203385
			294.13	00203708
			28.00	00203771
AMAZON WEB SERVICES INC.	V6412894	5880	57.35	00203386
ANAHEIM HIGH SCHOOL	V6400260	8699	1,021.87	00203598
ANAHEIM UNION HIGH SCHOOL DIST	V6400267	5454	15,530.86	00203515
ANIXTER	V6400294	4355	131.99	00203442
AP CONSTRUCTION GROUP INC	V6415026	5610	22,375.00	00203443
AQUARIUM OF THE PACIFIC	V6402811	5880	264.00	00203516
AREY JONES EDUCATIONAL SOLUTIONS	V6411649	4410	1,926.39	00203517
			2,053.86	00203709
ARROW SERVICES INC	V6412839	5580	1,023.00	00203444

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
AT AND T	V6400374	5918	34.41	00203519
			69.23	00203668
	V6406157	5918	31.53	00203387
			3,074.31	00203518
AT AND T MOBILITY	V6409270	5880	907.83	00203388
ATKINSON ANDELSON LOYA RUUD	V6400383	5821	11,841.02	00203520
ATTAINMENT CO. INC.	V6400391	4310	1,818.43	00203772
		5880	0.00	00203772
AVID CENTER	V6400410	5210	1,099.00	00203315
			675.00	00203773
AWARDS BY PAUL	V6400412	4320	249.98	00203482
B AND H PHOTO VIDEO INC	V6400422	4310	2,316.10	00203389
			7,589.07	00203669
		4410	915.83	00203389
			4,576.02	00203669
B AND M LAWN AND GARDEN INC	V6400423	4347	558.66	00203390
			193.29	00203670
		4410	413.75	00203390
BALL JR HIGH SCHOOL	V6400433	8699	150.51	00203599
BARNES AND NOBLE	V6400450	4110	725.22	00203710
BARNETT W BERRY	V6415518	5810	8,000.00	00203774
BARNEY'S BLENDS INC.	V6411700	4347	366.35	00203711
BAVCO	V6407678	4355	363.83	00203483
			95.00	00203712
BEACON DAY SCHOOL	V6409269	5860	111,748.43	00203775
BECERRA, LAURA	V6415813	4390	331.49	00203671
BECK'S CONSTRUCTION SERVICE	V6415291	6291	8,961.00	00203316
BERTRAND'S MUSIC	V6412730	4310	2,358.68	00203391
			5,551.02	00203672
		4410	7,662.97	00203391
			6,324.99	00203672
BEST-VIP CHAUFFEURED WORLDWIDE	V6414620	5620	4,822.50	00203484
			2,642.50	00203521
BINFORD, SARAH	V6411813	5210	147.72	00203713
BLACKOUT EZ LLC	V6415886	4320	1,933.80	00203673
BLICK ART MATERIALS LLC	V6401357	4310	3,459.32	00203257
			149.57	00203392
			1,528.56	00203485
			45.56	00203776
BLOOMSBURY PUBLISHING	V6415481	5880	3,033.30	00203393
BLUE STAR AUTO GLASS	V6414451	4370	355.00	00203486
BPS SUPPLY GROUP	V6400476	4355	324.78	00203714
BRAZER EDUCATION CONSULTING LLC	V6413761	5810	7,312.72	00203487
BREA ORANGE COUNTY PLUMBING HEATING	V6412728	5610	2,500.00	00203522
BREAKER DEPOT INC	V6414217	4355	452.55	00203445
BREAKOUT EDU	V6412649	4310	81.91	00203777
		5880	198.00	00203258
			387.00	00203777
BRIDGEPORT GOLF CARS	V6413224	5610	275.00	00203259
			150.00	00203394
BSN SPORTS	V6400615	4310	3,365.12	00203715
BSN SPORTS LLC	V6412536	4347	1,722.87	00203674
BULK BOOKSTORE	V6414414	4210	589.94	00203675
BULUX, KIMBERLY	V6415971	5210	4,006.49	00203488

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
BUSWEST	V6407892	4376	828.24	00203446
			979.22	00203676
C TECH CONSTRUCTION INC.	V6410905	5610	1,026.34	00203523
CADA CENTRAL	V6400658	5210	675.00	00203524
			1,775.00	00203778
CALIF. DEPT. OF TAX AND FEE ADMINISTRATION	V6404444	5880	12,160.13	00203525
CALIFORNIA FBLA	V6406690	5880	300.00	00203317
CALIFORNIA PLUMBING PARTS	V6412567	4355	1,862.11	00203677
CALIFORNIA YELLOW CAB	V6413351	5870	17.50	00203526
CALIFORNIANS DEDICATED TO EDUCATION	V6411460	5210	2,800.00	00203395
			700.00	00203716
CALIFORNIANS TOGETHER	V6408384	5210	800.00	00203779
CAMBEROS, MARGARITO	V6414263	5220	86.60	00203396
CAMERON WELDING SUPPLY	V6400741	4355	298.36	00203397
			127.29	00203717
CAPISTRANO GOLF CARS INC	V6411745	5610	1,056.49	00203489
CARE YOUTH CORPORATION	V6412565	5860	17,360.00	00203447
CAROLINA BIOLOGICAL SUPPLY CO.	V6400778	4310	683.65	00203678
CARRENO, GARY	V6414405	5210	451.72	00203260
CART MAN INC, THE	V6404668	5610	1,472.35	00203490
CATE	V6400805	5210	350.00	00203718
CATHERINE SERNA GARCIA	V6415991	5220	9.10	00203600
CDW GOVERNMENT INC.	V6400819	4310	556.70	00203679
			940.04	00203780
		4410	1,487.76	00203679
		5880	22,160.00	00203398
CEMEX	V6404364	4355	1,741.69	00203399
CENTAR INDUSTRIES	V6400828	4355	5,898.66	00203318
CENTRAL RESTAURANT PRODUCTS	V6411274	4310	263.81	00203527
CINNAMON HILLS YOUTH CRISIS CTR	V6407425	5860	39,823.06	00203448
CITY OF ANAHEIM	V6400957	5520	94,329.74	00203680
			36,508.76	00203719
		5530	46,183.94	00203680
			2,769.02	00203719
		5580	43,498.98	00203680
			4,156.01	00203719
CLAIM RETENTION SERVICES INC.	V6408940	5810	2,916.66	00203400
CLEAN OUT KINGS	V6413766	5610	5,280.00	00203319
CMS COMMUNICATIONS INC	V6411873	4320	151.09	00203781
CODEHS INC	V6413520	5880	3,320.00	00203782
CODEMONKEY STUDIO	V6415207	5880	3,500.00	00203320
COLLEGE BOARD	V6401012	5880	447.30	00203528
COMMUNICATION RESOURCES	V6401035	5810	2,500.00	00203529
CORTEZ, NANCY	V6408048	4390	170.64	00203449
CRISP IMAGING	V6408990	5880	1,616.25	00203321
CROWN AWARDS	V6412112	4320	620.88	00203322
CROWN TROPHY	V6401151	4310	64.00	00203261
CSPCA	V6409770	5210	799.00	00203720
		5310	1,200.00	00203681
CSULB	V6401175	5210	175.00	00203491
CULVER NEWLIN	V6411589	4410	3,229.27	00203783
CYPRESS HIGH SCHOOL	V6405640	5810	11,565.75	00203784
		8699	367.68	00203601
DAD MILLER GOLF COURSE	V6401224	5880	500.00	00203401

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
DAGHIGHIAN, MARYAM	V6413235	5220	3.50	00203402
DAKTRONICS	V6408432	4410	2,327.40	00203682
DEL SOL SCHOOL	V6411308	5860	28,668.00	00203721
DIFFIT INC	V6415429	5880	2,310.00	00203492
DISNEYLAND RESORT	V6411011	5880	4,080.00	00203493
DOROSKY, DAVID	V6407948	5881	345.37	00203683
DOVER, ALISON	V6412698	5805	3,750.00	00203722
DUNN EDWARDS PAINTS	V6401448	4355	68.15	00203323
DUXBURY, YESENIA	V6415514	5220	8.05	00203403
E.B. BRADLEY COMPANY	V6401456	4355	95.10	00203494
			48.92	00203723
ECE 4 AUTISM	V6415157	5860	8,998.59	00203724
ECONOMY RENTALS INC	V6401478	5860	140.00	00203725
EDUCATIONAL POLICY IMPROVEMENT CENTER	V6412483	5805	55,000.00	00203450
EFOODHANDLERS	V6414264	5880	560.00	00203495
EIDE BAILLY LLP	V6413546	5820	6,100.00	00203530
EL PARTNER CATERING	V6414298	5881	1,400.00	00203451
ENCORE PIANO MOVING	V6414164	5880	350.00	00203785
EVOQUA WATER TECHNOLOGIES LLC.	V6408457	4375	1,145.00	00203262
EWING IRRIGATION PRODUCTS	V6401634	4347	149.00	00203324
			241.47	00203496
FABIOLA TINOCO HERNANDEZ	V6415978	5220	6.30	00203531
FEDEX	V6401675	5910	130.72	00203404
			111.42	00203726
			51.03	00203799
FERGUSON ENTERPRISES INC	V6409823	4355	327.67	00203263
			299.97	00203602
			76.63	00203800
		4410	853.38	00203800
FERRARO, SHAWNA	V6415984	5220	4.90	00203532
FHEG CYPRESS COLLEGE BOOKSTORE	V6412888	4150	7,822.20	00203801
FIRST	V6407569	5880	3,000.00	00203533
FIVE STAR RUBBER STAMP INC	V6405116	4320	58.53	00203452
			61.27	00203497
			104.33	00203802
FLEET SERVICES INC	V6405625	4376	873.85	00203803
		4385	555.99	00203405
			259.79	00203803
FLINN SCIENTIFIC INC	V6401708	4310	895.64	00203804
FLORES, MAYRA	V6414690	5220	7.00	00203534
FOLLETT CONTENT SOLUTIONS LLC	V6401726	4210	3,953.23	00203727
FORD, CALLIE	V6414294	5220	76.16	00203535
FOUNDATION BUILDING MATERIALS LLC	V6414185	4355	174.53	00203536
FOUNDATION FOR KOREAN LANGUAGE AND	V6410559	4110	740.00	00203537
FREESTYLE PHOTOGRAPHIC SUPPLIES	V6401761	4310	136.77	00203805
FULLER TRUCK ACCESSORIES	V6401773	6490	4,533.69	00203806
FULLERTON COLLEGE	V6401775	4150	5,327.97	00203728
FULLERTON FORD	V6414336	4370	267.41	00203325
			164.02	00203603
FULLERTON JOINT UNION HS DISTRICT	V6406009	5880	75.00	00203807
FUNTASTIC BALLOON & HELIUM COMPANY	V6414314	4310	781.18	00203808
FUTURE SHREDDING INC	V6414221	5610	315.00	00203406
GAMA CONTRACTING SERVICES	V6413834	6157	5,660.00	00203264

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
GANAHL LUMBER CO	V6401804	4355	465.40	00203265
			2,391.04	00203287
GARCIA, AMBAR	V6415993	5220	3.50	00203538
GARCIA, JORDANNE	V6415650	5220	114.45	00203407
GARDENA VALLEY NEWS	V6401808	4310	993.32	00203809
GAS COMPANY, THE	V6404372	5510	402.18	00203408
			6,519.25	00203409
			79,603.15	00203604
		5880	13.00	00203605
GAYTAN, JESSICA	V6415989	5220	7.00	00203539
GET PLAQUES LLC	V6416001	4410	2,251.72	00203786
GIBSON, WILLIAM	V6414649	5220	93.45	00203540
GLASBY MAINTENANCE SUPPLY CO.	V6401863	4347	2,280.55	00203266
			1,566.44	00203606
GOLDEN STATE WATER COMPANY	V6408018	5530	43.25	00203288
			13,335.44	00203289
			11,040.45	00203290
GONZALEZ, LAURA	V6410576	5220	77.39	00203291
GONZALEZ, SALVADOR	V6415992	5220	5.60	00203541
GOPHER SPORTS EQUIPMENT	V6401902	4310	11,006.21	00203498
		4410	1,171.46	00203498
GRAINGER	V6404982	4355	1,693.78	00203292
			532.20	00203326
			248.77	00203542
GRANITE TELECOMMUNICATIONS LLC	V6415134	5880	4,112.99	00203729
GREAT SCOTT TREE SERVICE INC	V6412538	5610	11,100.00	00203410
			12,210.00	00203810
GREATER ANAHEIM SELPA	V6401927	5805	117,121.86	00203730
			104,968.75	00203811
		8311	306,996.25	00203411
GREEN, MELANIE	V6405792	5210	1,186.04	00203812
GUIRGUIS, NIVEEN	V6415988	5220	5.60	00203543
GUITAR CENTER STORES INC	V6401958	4410	286.62	00203499
GUTIERREZ, ELVIA	V6415811	4390	144.28	00203267
H AND H AUTO PARTS WHOLESALE	V6401967	4385	48.88	00203268
HADASA'S D-SIGNS & T-SHIRTS	V6415219	4310	139.20	00203500
HANNA ACADEMY	V6415738	5860	29,862.75	00203813
HARO, ALYSSA	V6415986	5220	7.00	00203544
HARPST, KRISTIN	V6413313	4310	524.53	00203453
HEALTHY ADVENTURES FOUNDATION	V6412541	5810	2,960.83	00203731
HEINEMANN PUBLISHING	V6402027	4210	2,000.36	00203454
HERK EDWARDS INC.	V6408482	4355	4,950.00	00203607
HERNANDEZ, CHARLES	V6411583	4390	118.23	00203814
HERNANDEZ, LEONEL	V6415987	5220	7.00	00203545
HERRERA, KACIE	V6412743	5210	120.00	00203787
HIGHTOWER, JAYETTE	V6414840	5210	120.00	00203412
HILLYARD FLOOR CARE SUPPLY	V6402055	4347	735.54	00203815
HOLLYWOOD BABE INC.	V6413640	4310	2,326.88	00203327
			7,128.56	00203413

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
HOME DEPOT CREDIT SERVICES	V6405234	4347	32.25	00203293
		4355	894.87	00203293
			311.78	00203414
			232.40	00203455
			566.95	00203501
			890.66	00203732
			484.77	00203816
HOPSKIPDRIVE INC	V6415097	5870	19,714.99	00203456
HORIZON	V6408259	4347	719.12	00203269
HOWIES ATHLETIC TAPE	V6413284	4320	709.99	00203502
HUGHES, SCOTT	V6411746	5210	964.18	00203788
HUNT, BRIAN	V6412153	5210	315.00	00203789
HYATT HOUSE	V6412898	5880	4,415.80	00203503
ICS SERVICE CO.	V6406452	5610	300.00	00203270
			903.00	00203457
IMAGE APPAREL FOR BUSINESS	V6402628	4345	118.41	00203294
IML SECURITY SUPPLY	V6414527	4355	894.95	00203295
			1,789.90	00203504
			588.49	00203817
		5610	2,813.42	00203817
INC COFFEE ROASTERS	V6415855	4310	458.60	00203458
		4410	1,034.40	00203458
INTEGRATED PEST CONTROL MANAGEMENT INC.	V6415101	5610	3,750.00	00203733
IRONWOOD PLUMBING INC.	V6410211	5610	15,681.75	00203608
J AND B MATERIALS	V6400875	4355	388.23	00203818
J E HALLIDAY SALES INC	V6413014	4320	1,280.07	00203296
J.W. PEPPER AND SON INC.	V6402214	4310	601.04	00203271
			200.30	00203328
			250.24	00203505
			46.25	00203546
			177.77	00203609
			2,278.26	00203790
			119.42	00203819
JACKSONS A S BREA F M P	V6406346	4347	475.20	00203329
			107.74	00203415
JAIME, KARINA	V6415648	5210	1,451.40	00203459
JART DIRECT MAIL SERVICE	V6402271	5810	5,077.18	00203330
JASON, LEAH	V6414435	5220	71.05	00203416
JFK TRANSPORTATION CO INC	V6413170	5620	1,162.07	00203820
JHM SUPPLY INC.	V6411647	4347	318.82	00203417
			1,332.89	00203547
			316.17	00203610
JOLLY BOY BURGERS	V6414568	5881	3,750.00	00203506
JUAREZ, SARAHI	V6415884	5220	7.00	00203548
JUAREZ, VERENISE	V6415501	5210	80.00	00203791
JUSTICE TESTING	V6413455	5610	950.00	00203418
KAHOOT! AS	V6414026	5880	216.00	00203821
KATELLA HIGH SCHOOL	V6402515	8699	866.56	00203611
KELLY SPICERS INC	V6404405	4320	2,104.58	00203297
			3,684.31	00203734
KEMP, CHRISTINE	V6400923	5220	30.80	00203419
KENNEDY HIGH SCHOOL	V6402571	5810	8,269.00	00203822
		8699	376.93	00203612

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
KIM, SONIA	V6415114	4310	104.55	00203272
			134.38	00203549
KIVA ADVENTURE RANCH LLC	V6415672	5860	18,025.00	00203823
KNEPP, AMANDA	V6413870	5220	101.92	00203550
KOPIUS INC	V6415844	5810	850.00	00203735
KRISTEN AND JOHN DALEIDEN	V6415962	5850	18,000.00	00203273
			9,250.00	00203507
LA CURAN, ANJEANETTE	V6414774	5220	243.98	00203551
LABELL EXCHANGE	V6412680	5918	813.29	00203613
LAGUNA CLAY CO.	V6402645	4310	4,230.88	00203824
LANGUAGE NETWORK INC	V6409301	5810	6,797.98	00203298
			5,795.52	00203736
			200.00	00203825
LARA, JOSE	V6413230	5210	1,049.96	00203792
LE, CAITLIN	V6415902	5220	30.22	00203299
LEE, YUJIN	V6415994	5220	8.40	00203552
LEMONNIER, LOUIE	V6407235	4320	223.42	00203826
		5881	1,797.27	00203826
LEXINGTON JUNIOR HIGH SCHOOL	V6402729	8699	132.20	00203614
LINDE GAS & EQUIPMENT INC	V6403719	4355	434.46	00203300
LOARA ASB	V6402803	8699	167.00	00203615
MACIAS, LEIDY	V6415016	5220	2.55	00203301
			32.55	00203616
MACKIN LIBRARY MEDIA	V6402903	4210	1,480.26	00203274
			2,576.39	00203460
			363.58	00203553
			1,111.53	00203827
MAGNATAG VISIBLE SYSTEMS	V6402919	4320	470.78	00203461
MAGNOLIA HIGH SCHOOL	V6402920	8699	112.98	00203617
MAGUIRE, CHRISTINA	V6413239	5880	81.38	00203828
MAI, ALAN	V6415996	5220	8.40	00203554
MANHATTAN STITCHING INC	V6413802	4310	116.37	00203793
MAR VAC ELECTRONICS	V6415228	4347	130.16	00203555
MARDAN CENTER OF EDUCATION	V6402945	5860	5,702.87	00203618
MARIA LOURDES WALTON	V6415983	5220	9.10	00203556
MARTINEZ NURSERY	V6415579	4347	430.99	00203275
			64.65	00203302
MARTINEZ, JOSSUE	V6415953	5220	0.70	00203276
MATSUDA, MICHAEL	V6403107	5210	220.45	00203737
MAYSE, KEVIN	V6415832	5805	1,250.00	00203829
MC FADDEN DALE HARDWARE CO	V6403056	4355	1,080.36	00203277
			261.50	00203420
			522.90	00203557
MD GRAPHIC INSTALLERS INC	V6413286	4410	5,010.58	00203830
MEDCO SUPPLY COMPANY	V6405872	4320	234.00	00203831
MICRO CONNECTORS INC.	V6412826	4320	678.28	00203832
MIRANDA, KRYSTAL	V6414657	5220	127.21	00203303
MIRANDA, YESENIA	V6415588	8699	16.75	00203833
MISIKEI, MARTHA	V6415997	5220	4.20	00203558
MISSION LINEN SUPPLY	V6411115	4388	273.02	00203278
			293.29	00203421
			520.00	00203619

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
MONTGOMERY HARDWARE CO.	V6405624	4355	2,421.54	00203304
			1,055.32	00203462
			1,102.41	00203559
MOREY'S MUSIC STORE	V6407094	4210	1,390.34	00203738
		4310	320.74	00203508
MORSCO INC	V6412910	4355	99.49	00203305
MRS. NELSON'S BOOK COMPANY LLC	V6409076	4110	490.05	00203739
MUNOS, ART	V6415831	5220	3.50	00203560
MUSIC AND ARTS CENTER	V6411397	4310	4,314.31	00203279
			1,246.06	00203834
		4410	5,041.20	00203834
NASCO	V6403253	4310	1,999.60	00203561
NATIONAL NOTARY ASSOCIATION	V6403295	5210	199.00	00203835
		5880	414.84	00203835
NATIS HOUSE	V6415253	5880	4,350.00	00203280
			26,100.00	00203331
			4,350.00	00203463
			10,150.00	00203509
			1,450.00	00203562
			7,250.00	00203620
NAYELI LOPEZ GUZMAN	V6415995	5220	3.50	00203563
NCS PEARSON INC.	V6403319	4310	363.42	00203740
			2,388.73	00203836
NGUYEN, PETE	V6408526	5210	810.76	00203794
NINOV, VESSELIN	V6414445	5220	154.00	00203564
NOCCCD FOUNDATION	V6411773	4310	1,402.20	00203306
NORTH ORANGE COUNTY COMMUNITY	V6403383	4310	1,607.40	00203464
NUTRIEN AG SOLUTIONS INC	V6414401	4310	3,588.24	00203621
O'BRIEN, PENNY AND JAMES	V6409780	5850	1,659.76	00203741
OCAD ASSOCIATION	V6405541	4310	16.00	00203332
		5880	695.00	00203332
OCDE	V6403452	5210	2,700.00	00203307
		5810	128,300.00	00203422
		7141	273,629.06	00203565
OFFICE DEPOT	V6403421	4310	102.53	00203281
		4320	647.16	00203281
			70.13	00203511
			198.41	00203837
OFFICE SOLUTIONS BUSINESS PRODUCTS	V6411976	9320	116.05	00203838
ONE DAY SIGNS	V6405664	4355	4,401.59	00203566
			436.39	00203839
		4410	6,575.69	00203308
		5810	733.78	00203465
OPTIMUM ENERGY DESIGN LLC	V6411411	6227	570.00	00203623
ORANGE COUNTY PUBLIC SAFETY	V6411157	5810	380.00	00203423
ORANGEVIEW JR HIGH SCHOOL	V6403468	8699	46.79	00203624
O'REILLY AUTO PARTS	V6411401	4370	401.49	00203510
			618.30	00203622
		4376	314.75	00203622
		4385	1,275.73	00203622
		4387	245.65	00203622
ORTA RODRIGUEZ, IRLANDA	V6413279	5220	60.45	00203309
ORTEGA, JESSICA	V6415998	5220	7.00	00203567
OXFORD ACADEMY	V6403485	8699	273.45	00203625

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
PACIFIC COAST PROPANE LLC	V6414612	4383	34,872.16	00203424
PADILLA, KRISTA	V6415618	5220	55.58	00203568
PARK, ESTHER	V6411350	5220	61.64	00203333
			111.72	00203626
PARK, JULIA	V6414759	5220	14.35	00203466
PARKER AND COVERT LLP	V6403544	5821	100.50	00203467
			4,380.00	00203627
PASCUAL MOLINA, YINNY	V6413764	5220	17.15	00203628
PATINO, REUBEN	V6403910	5220	111.02	00203569
PAVASARS, JOHN	V6408437	5220	259.70	00203570
PCASC	V6403602	5210	50.00	00203840
PENGUIN POTTERY LLC	V6415854	4310	1,000.53	00203742
PENNER PARTITIONS INC	V6403625	4355	187.49	00203468
			312.48	00203684
PERFORMANCE HEALTH SUPPLY INC.	V6413146	4310	4,570.72	00203425
PERRUZZI, ANA	V6413667	5220	48.30	00203629
PEST OPTIONS INC	V6406848	5610	995.00	00203469
PIPS	V6407384	3601	564,136.50	00203630
		3602	188,045.50	00203630
PITNEY BOWES	V6403677	5610	702.42	00203426
PITSCO INC.	V6403679	4310	1,683.84	00203631
POOL HEATER GUYS CORPORATION, THE	V6415478	5610	16,500.00	00203334
		5880	429.00	00203427
PORTVIEW PREPARATORY INC.	V6411850	5860	10,495.20	00203632
PRADO-MADERA, BRYAN	V6415973	5220	0.70	00203470
PROFESSIONAL GLASS	V6413762	5610	3,469.89	00203841
PROJECTRISEMUSIC.COM	V6415635	5880	1,250.00	00203842
PSYCHOLOGICAL ASSESSMENT RESOURCES	V6403780	4310	8,939.90	00203843
QBS MIDCO LLC	V6415040	5810	90.00	00203633
QUIZIZZ INC	V6415294	5880	3,240.00	00203634
RABBIT LASER USA LLC	V6412226	5880	630.00	00203335
RAMIREZ, MARIA T.	V6412066	5220	47.60	00203635
RAMIREZ, OSCAR	V6406377	5210	879.28	00203844
RAMOS, ELIZABETH	V6415975	5220	4.20	00203571
RAMOS, JONATHAN	V6414855	5880	3,500.00	00203572
READ NATURALLY	V6407167	5880	780.00	00203336
			4,400.00	00203685
READ, ABIGAIL	V6415974	5220	6.30	00203573
RED DRAGON ELECTRIC INC	V6413809	6270	83,102.19	00203574
REFRIGERATION SUPPLIES DIST.	V6403873	4355	5,390.03	00203428
			2,006.80	00203471
			387.81	00203575
			285.49	00203686
REPUBLIC SERVICES OF SO. CALIFORNIA	V6410174	5580	1,826.46	00203687
			5,056.48	00203743
REYNA FERNANDEZ VAZQUEZ	V6415985	5220	1.40	00203576
RIOS, JUAN	V6415976	5220	5.60	00203577
ROBONATION INC	V6415252	4310	1,822.84	00203845
ROCHIN, RICHARD	V6415494	5210	80.00	00203846
RODRIGUEZ VALLS, DR. FERNANDO	V6412404	5805	3,750.00	00203744
RODRIGUEZ, ANDREA	V6414660	5220	29.75	00203636
RODRIGUEZ, MARITZA	V6415007	5220	62.44	00203472
RODRIGUEZ, YVONNE	V6405150	5220	133.00	00203745
ROGERS, KATELYNN	V6415586	5220	58.10	00203746

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
ROSEBURROUGH TOOL CO. INC	V6404014	4355	76.86	00203429
			175.02	00203637
			227.52	00203847
ROSETTA STONE LLC.	V6409723	5880	36,095.00	00203337
ROSSIER PARK JR SR HIGH SCHOOL	V6411451	5860	14,686.52	00203747
ROYAL TRUCK BODY	V6414972	6490	2,205.00	00203748
RUHNAU CLARKE ARCHITECTS	V6412249	6216	12,650.00	00203338
			2,300.00	00203638
RUMPLESTILTSKIN PRESS DBA DRAMA NOTEBOOK	V6414165	5880	628.68	00203282
RUSSELL, JEFFREY	V6407882	5220	206.85	00203848
RWC INTERNATIONAL LTD	V6414635	4370	245.13	00203849
		4376	574.67	00203639
		4385	-430.23	00203639
			31.38	00203849
S.C. SIGNS AND SUPPLIES LLC	V6410977	4355	181.02	00203850
SAFETY KLEEN SYSTEMS INC.	V6404072	4384	227.00	00203851
		5610	212.08	00203749
SALCEDO, MAYRA	V6414689	4310	395.66	00203852
		5220	21.21	00203578
SANCHEZ, LIDIA	V6415977	5220	9.10	00203579
SANDERSON, NICHOLAS	V6415999	5220	4.20	00203640
SASAI, JENNIFER	V6408836	5210	1,265.09	00203853
SAVANNA HIGH SCHOOL	V6404130	8699	390.42	00203641
SCHOLASTIC BOOK CLUBS INC.	V6404147	4310	192.66	00203339
SCHOOL SPECIALTY INC	V6404173	4310	839.89	00203688
			1,482.26	00203854
SCHWARTZ, BILLIE	V6400521	5220	30.82	00203855
SCP DISTRIBUTORS LLC	V6411554	4355	510.85	00203340
		4410	941.72	00203580
SDL INC.	V6412977	5880	11,515.50	00203856
SEHI COMPUTER PRODUCTS INC	V6404221	4310	4,706.52	00203341
			1,656.95	00203642
			5,848.67	00203857
		4320	-101.29	00203430
			452.34	00203689
			71.12	00203857
		4410	1,512.82	00203283
			1,430.82	00203341
			15,166.93	00203430
			1,069.40	00203581
			3,394.13	00203642
SEMA LLC	V6414512	4310	6,702.98	00203431
		4320	9,224.73	00203431
		4410	5,091.19	00203643
SHELF MASTER INC.	V6411484	4410	3,595.22	00203690
SHEPPARD, DANIELLE	V6415594	5220	27.30	00203858
SHERMAN, MICAH	V6414207	5220	186.58	00203750
SIERRA SCHOOL EQUIPMENT COMPANY	V6406486	4410	1,838.97	00203691
SIGLER INC., RUSSELL	V6410420	4355	269.08	00203473
			168.90	00203692
SIGN MART PLASTICS PLUS	V6412529	4320	350.11	00203751
SILBERMAN, STACEY	V6410814	5220	21.70	00203752

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
SITECARE LLC	V6415972	5810	1,140.00	00203753
		5880	1,545.00	00203753
SITEONE LANDSCAPE SUPPLY LLC	V6414074	4347	74.32	00203644
SMARTSIGN	V6411431	5610	4,982.27	00203859
SMITH, MALINDA	V6415110	5220	75.53	00203342
SOCALGRAD	V6411708	4320	344.26	00203284
			16.16	00203343
			16.16	00203582
			190.00	00203860
SOHNG, EUNYOUNG	V6415336	5805	750.00	00203795
SONY PICTURES STUDIOS	V6410932	5880	1,300.00	00203861
SOS SURVIVAL PRODUCTS	V6404349	4320	3,454.92	00203344
SOSA, KANDYCE	V6413144	5220	77.56	00203754
SOUTH JHS ASB	V6405227	8699	256.10	00203645
SOUTHERN CALIFORNIA EDISON CO.	V6404370	5520	117,225.27	00203432
SOUTHERN COUNTIES LUBRICANTS LLC	V6414034	4384	2,858.67	00203862
SOUTHWEST SCHOOL AND OFFICE SUPPLY	V6404383	4310	288.81	00203863
		4320	903.39	00203345
			745.59	00203433
			399.45	00203693
		9320	15,912.27	00203766
SPYDER3D LLC	V6415726	4310	6,204.91	00203583
		4410	9,497.82	00203583
		5805	24,299.98	00203583
		5880	1,006.00	00203583
		6490	61,469.40	00203583
STAPLES ADVANTAGE	V6410116	4310	1,131.38	00203864
		4320	61.47	00203646
			75.41	00203694
			392.20	00203864
STATE OF CALIFORNIA	V6404447	5610	575.00	00203474
STECHER, ANGELA	V6412631	5220	147.96	00203755
STORM WATER INSPECTION	V6412799	5610	19,454.00	00203695
SUPPLYMASTER	V6404538	4310	3,746.47	00203756
SUZY GUITIERREZ VENTURA	V6415990	5220	9.10	00203584
SWEETWATER SOUND	V6409201	4310	617.27	00203346
		4320	2,135.52	00203346
SWIFT CLEANERS	V6415754	5560	1,310.00	00203696
SWITZER, MICHAEL	V6411497	5220	37.10	00203585
T MOBILE	V6410424	5918	19,995.53	00203347
			1,264.20	00203348
		5930	12,960.00	00203349
TABARES, ISABEL	V6414260	5220	24.40	00203475
TAO ROSSINI A PROFESSIONAL	V6414113	5821	97.50	00203350
			487.50	00203586
			480.00	00203647
TASHMAN, LELYAN	V6415980	5220	4.20	00203587
TERRE HRADNANSKY AND	V6415227	5880	1,850.00	00203351
			82.07	00203648
			1,657.81	00203757
THOMSON REUTERS WEST	V6407958	5880	161.00	00203352
TIME AND ALARM SYSTEM	V6404729	4355	6,352.85	00203353
TRAN, THAO	V6412446	5220	15.08	00203354

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
TRILLIUM USA COMPANY LLC	V6414462	4383	1,539.81	00203355
			3,655.12	00203865
U S BANK	V6406511	4310	4,370.90	00203796
		4320	10,297.98	00203796
		4390	1,380.11	00203796
		5210	2,663.26	00203796
		5880	1,255.17	00203796
		5881	118.77	00203796
U S POSTAL SERVICE	V6404814	5910	3,291.44	00203588
ULINE	V6406546	4310	793.04	00203697
		4320	521.86	00203434
		5610	510.70	00203866
UNION AUTO SERVICE CENTER	V6404840	4370	437.31	00203758
		5610	515.00	00203758
UNIVERSITY OF CALIFORNIA IRVINE	V6415604	5880	16,810.00	00203867
US SAFETY & SUPPLY COMPANY	V6415966	4310	454.02	00203435
USCUTTER INC.	V6412639	4410	2,625.81	00203285
VALLEY VISTA SERVICES INC	V6411966	5580	8,868.05	00203698
VAZQUEZ, LIZBETH SEGURA	V6412067	5220	30.80	00203649
VELAZQUEZ, MARIA	V6415982	5220	4.20	00203589
VERDUZCO, CANDY	V6415981	5220	1.40	00203590
VERTICAL TRANSPORT INC	V6413440	5610	3,520.00	00203436
VEX ROBOTICS INC	V6410612	4310	4,681.89	00203650
VILDOSOLA, PATRICIA	V6413267	5220	77.77	00203651
VISION COMMUNICATIONS CO.	V6404955	4347	795.20	00203652
		5610	377.15	00203868
VISTA PAINT CORPORATION	V6404961	4355	264.50	00203437
VIVACITY TECH PBC	V6414761	4310	29,149.13	00203356
			2,691.41	00203699
W STRATEGIES LLC	V6414038	5805	5,000.00	00203357
WALKER JR HIGH SCHOOL	V6404990	8699	77.02	00203653
WALKERS DELI	V6407901	5881	132.35	00203759
WALTERS WHOLESALE ELECTRIC CO	V6409053	4355	1,008.54	00203286
			76.61	00203358
			229.93	00203591
			174.56	00203700
WATERLINE TECHNOLOGIES INC.	V6403700	4355	992.37	00203359
			1,331.15	00203476
			1,185.24	00203592
			6,443.55	00203701
			1,853.41	00203869
WAXIE SANITARY SUPPLY	V6405008	9320	458.91	00203870
WEATHERPROOFING TECHNOLOGIES INC	V6413385	4410	2,371.85	00203593
WEINRAUB, ERIKA	V6414375	5220	13.30	00203654
WESTCOR ENVIRONMENTAL INC	V6412893	6157	5,408.00	00203360
WESTERN DRAIN SUPPLY	V6415126	4355	322.87	00203477
WESTERN HIGH SCHOOL ASB	V6405044	8699	435.35	00203655
WESTERN PROPANE SERVICES INC	V6414407	4383	103.31	00203438
WESTERN PSYCHOLOGICAL SERVICES	V6405047	4310	968.67	00203656
			2,101.84	00203760
WIDELL, KARL	V6413981	5310	551.00	00203871
WINZER	V6412060	4375	1,270.66	00203439
			469.17	00203761
WRS GROUP LTD.	V6402013	4410	756.40	00203872

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
YOUTH CARE OF UTAH INC	V6414051	5860	44,740.00	00203478
ZISKO, AMBER	V6406552	5220	59.64	00203762
GENERAL FUND (0101)			**3,919,260.73**	
JOHNSON CONTROLS FIRE PROTECTION LP	V6415681	5610	8,362.80	00203594
DEFERRED MAINTENANCE FUND (1414)			**8,362.80**	
ORBACH HUFF SUAREZ AND HENDERSON LLP	V6408078	5821	105.77	00203310
PUBLIC ECONOMICS INC	V6403787	5810	27.45	00203763
CAPITAL FACILITIES FUNDS (2525)			**133.22**	
KNOWLAND CONSTRUCTION SERVICES LLC	V6409073	6291	4,944.00	00203361
ORBACH HUFF SUAREZ AND HENDERSON LLP	V6408078	6291	189.00	00203311
SGH ARCHITECTS	V6414521	6212	3,590.40	00203362
VITAL INSPECTION SERVICES INC	V6412251	6291	13,545.00	00203363
CAPITAL FACILITIES RDA FUND (2545)			**22,268.40**	
AT AND T	V6406157	6222	8,360.09	00203364
BECK'S CONSTRUCTION SERVICE	V6415291	6291	22,089.00	00203365
CITIZENS BUSINESS BANK	V6415293	6270	9,085.79	00203366
			857.05	00203657
CONSTRUCT 1 ONE CORP	V6415278	6270	601,925.22	00203367
			222,466.67	00203595
COSCO FIRE PROTECTION INC	V6412879	6274	5,031.00	00203702
CRISP IMAGING	V6408990	6241	11,419.87	00203368
DIVISION OF THE STATE ARCHITECT	V6411414	6210	9,353.08	00203369
DLR GROUP INC	V6414501	6212	22,360.98	00203370
GIANNELLI ELECTRIC INC.	V6401857	6274	124.00	00203371
KNOWLAND CONSTRUCTION SERVICES LLC	V6409073	6291	18,334.00	00203372
MOBILE MODULAR CONSTRUCTION INC	V6412862	6274	2,500.00	00203373
NEFF CONSTRUCTION INC	V6415256	6270	172,630.02	00203374
			16,283.95	00203658
ORANGE COUNTY PUBLIC SAFETY	V6411157	6274	4,922.50	00203375
SGH ARCHITECTS	V6414521	6212	2,000.00	00203659
VITAL INSPECTION SERVICES INC	V6412251	6291	26,250.00	00203376
SPECIAL RESERVE FUND (4040)			**1,155,993.22**	
ASPHALT FABRIC AND ENGINEERING INC	V6414727	6270	926,245.21	00203377
BYROM-DAVEY INC	V6414694	6270	501,414.83	00203378
			25,906.50	00203660
COURTNEY INC	V6415758	6270	149,691.46	00203596
DISCOUNT MOVERS INC	V6415632	6274	4,420.00	00203661
DONALD KROTEE PARTNERSHIP INC	V6413265	6212	8,674.05	00203379
ENCORE PIANO MOVING	V6414164	6274	600.00	00203797
RACHLIN PARTNERS	V6414596	6212	228,468.46	00203380
		6273	2,975.00	00203380
VITAL INSPECTION SERVICES INC	V6412251	6291	12,495.00	00203381
CAPITAL RESERVE FUND (4042)			**1,860,890.51**	

VENDOR NAME	VENDOR ID	OBJECT	CHECK AMT	CK#
ALLIANCE OF SCHOOLS FOR COOPERATIVE	V6415882	5462	12,396.88	00203703
AUHSD	V6400400	5891	358,178.82	00203382
		5895	193,462.51	00203382
			1,338,874.27	00203597
			1,328,667.76	00203798
CALIFORNIA SCHOOLS DENTAL COALITION	V6405368	5892	235,070.00	00203764
GALLAGHER BENEFIT SERVICES INC.	V6408675	5812	11,250.00	00203765
LUMINARE HEALTH BENEFITS INC	V6415407	5812	468,691.51	00203479
HEALTH AND WELFARE FUND (6969)			**3,946,591.75**	
GRAND TOTAL ALL FUNDS			**10,913,500.63**	

ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB SUMMARY OF CASH BALANCES
Dec-24

School Name	Prior Month Total	Current Month			
		Checking	Petty Cash / Change Fund	Savings	Total
Anaheim	308,173.63	242,185.00	1,000.00	63,395.16	306,580.16
Western	469,114.08	342,011.82	1,275.00	136,928.60	480,215.42
Magnolia	168,558.34	172,283.81	700.00	-	172,983.81
Savanna	133,080.84	122,293.63	500.00		122,793.63
Loara	233,307.98	195,145.61	800.00	38,265.15	234,210.76
Katella	246,931.73	242,619.55		-	242,619.55
Kennedy	446,976.41	439,126.17	1,300.00		440,426.17
Cypress	889,353.77	880,696.69	1,700.00		882,396.69
Brookhurst	19,614.89	21,718.62	180.00		21,898.62
Orangeview	13,313.25	20,371.75			20,371.75
Walker	44,114.17	49,174.30			49,174.30
Dale	60,819.17	56,473.10	800.00		57,273.10
Sycamore	20,474.59	25,884.31			25,884.31
Ball	29,383.08	30,222.14			30,222.14
South	64,820.20	69,996.33			69,996.33
Oxford	731,527.12	723,793.60	260.00		724,053.60
Lexington	57,759.65	61,683.62			61,683.62
Hope	67,178.83	66,633.23			66,633.23
Gilbert	39,968.48	40,231.99			40,231.99
Cambridge	7,029.73	6,866.66			6,866.66
Total	4,051,499.94	3,809,411.93	8,515.00	238,588.91	4,056,515.84

Anaheim Union High School District

Cafeteria Fund

Financial Statements

December 2024

Balance Sheet

Anaheim Union High School District

12/31/2024

Account Number	Description	
Asset	**Assets**	
CASH		
9120	Cash-Checking	$16,037,076.81
9122	Change Fund	$3,600.00
Total CASH		$16,040,676.81
RECEIVABLE		
9210	A/R - Current	$6,602.56
9280	A/R - State	$1,853,847.38
9290	A/R - Federal	$5,988,414.12
Total RECEIVABLE		$7,848,864.06
INVENTORIES		
9321	Food	$466,046.60
9323	Supplies	$233,979.09
Total INVENTORIES		$700,025.69
Total Asset		**$24,589,566.56**
Liability	**Liabilities and Fund Balance**	
LIABILITIES		
9510	A/P - Current	$2,522,694.83
9580	Sales Tax Liability	$653.07
9599	Purchases Clearing	$0.00
9650	Deferred Revenue	$147,630.67
Total LIABILITIES		$2,670,978.57
Total Liability		**$2,670,978.57**
Fund Balance	**Liabilities and Fund Balance**	
FUND BALANCE		
9780	Fund Balance: Central Kitchen	$2,799,332.90
9798	Fund Balance	$17,377,027.24
Total FUND BALANCE		$20,176,360.14
Total Fund Balance		**$20,176,360.14**
Current Year Profit (Loss)		**$1,742,227.80**
Total Liabilities and Fund Balance		**$24,589,566.51**

Show all data

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Statement of Revenue and Expense

Anaheim Union High School District

	Period 6 Ending in 12/31/2024				Period 6 Ending in 12/31/2023			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8635	$2,195.15	0.09%	$21,083.60	0.13%	$40,461.93	1.72%	$245,937.12	1.44%
A La Carte Sales								
8636	$35.28	0.00%	$251.37	0.00%	$25.07	0.00%	$408.52	0.00%
Adult Rev. - Breakfast								
8637	$542.81	0.02%	$2,889.86	0.02%	$588.98	0.03%	$4,012.35	0.02%
Adult Rev. - Lunch								
Local Revenue	**$2,773.24**	**0.11%**	**$24,224.83**	**0.15%**	**$41,075.98**	**1.75%**	**$250,357.99**	**1.47%**
Federal Reimbursements								
8200	$312,972.41	12.17%	$1,899,641.09	12.02%	$289,996.93	12.35%	$1,759,933.98	10.32%
Federal Meal Revenue-Breakfast								
8220	$1,298,830.45	50.51%	$7,962,048.79	50.36%	$1,160,870.00	49.46%	$7,317,805.90	42.93%
Federal Meal Revenue-Lunch								
8290	$46,270.40	1.80%	$280,550.60	1.77%	$19,943.82	0.85%	$1,468,950.67	8.62%
Misc Federal Revenue-Snack								
Federal Reimbursements	**$1,658,073.26**	**64.48%**	**$10,142,240.48**	**64.15%**	**$1,470,810.75**	**62.66%**	**$10,546,690.55**	**61.87%**
State Reimbursements								
8500	$214,733.19	8.35%	$1,303,338.95	8.24%	$202,364.40	8.62%	$1,228,094.70	7.20%
State Meal Revenue-Breakfast								
8520	$692,971.13	26.95%	$4,248,076.41	26.87%	$630,615.31	26.87%	$4,960,328.92	29.10%
State Meal Revenue-Lunch								
State Reimbursements	**$907,704.32**	**35.30%**	**$5,551,415.36**	**35.11%**	**$832,979.71**	**35.49%**	**$6,188,423.62**	**36.30%**
Other Revenue								
8638	($1.00)	0.00%	$14.00	0.00%	($105.44)	0.00%	($498.75)	0.00%
Cash Over & Short								
8699	$2,806.79	0.11%	$92,201.77	0.58%	$2,487.29	0.11%	$60,874.31	0.36%
Spec Activity/Cater								
Other Revenue	**$2,805.79**	**0.11%**	**$92,215.77**	**0.58%**	**$2,381.85**	**0.10%**	**$60,375.56**	**0.35%**
Total Revenue	**$2,571,356.61**	**100.00%**	**$15,810,096.44**	**100.00%**	**$2,347,248.29**	**100.00%**	**$17,045,847.72**	**100.00%**
Expense								
Food Purchases & Govnmt								
4700	$822,805.62	32.00%	$5,175,376.60	32.73%	$793,619.25	33.81%	$4,642,666.79	27.24%
Food Purchases								
4701	$21,885.64	0.85%	$121,307.39	0.77%	$17,222.18	0.73%	$136,927.67	0.80%
Food Purchases - SFBP								
Food Purchases & Govnmt	**$844,691.26**	**32.85%**	**$5,296,683.99**	**33.50%**	**$810,841.43**	**34.54%**	**$4,779,594.46**	**28.04%**
Supplies								
4300	$13,870.72	0.54%	$138,358.47	0.88%	($29,186.69)	-1.24%	$134,205.31	0.79%
Materials & Supplies								
4400	$26,506.30	1.03%	$95,301.08	0.60%	($35,182.70)	-1.50%	$26,710.66	0.16%
Noncapitalized Equipment-Over $500								
4790	$43,610.63	1.70%	$364,626.75	2.31%	$49,818.32	2.12%	$489,071.14	2.87%
Supplies (Food)								
Supplies	**$83,987.65**	**3.27%**	**$598,286.30**	**3.78%**	**($14,551.07)**	**-0.62%**	**$649,987.11**	**3.81%**
Salaries								
2200	$900,668.77	35.03%	$4,206,475.48	26.61%	$847,513.48	36.11%	$4,018,331.42	23.57%
Classified Salaries								
2300	$32,044.76	1.25%	$242,007.44	1.53%	$40,496.17	1.73%	$241,280.02	1.42%
Class.Sup/Admin Salaries								

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Statement of Revenue and Expense

Anaheim Union High School District

	Period 6 Ending in 12/31/2024				Period 6 Ending in 12/31/2023			
	Monthly	%	YTD	%	Monthly	%	YTD	%
2400	$50,407.83	1.96%	$291,140.42	1.84%	$42,815.83	1.82%	$244,585.54	1.43%
Clerical/Office Salaries								
Salaries	**$983,121.36**	**38.23%**	**$4,739,623.34**	**29.98%**	**$930,825.48**	**39.66%**	**$4,504,196.98**	**26.42%**
Benefits								
3202	$207,529.28	8.07%	$1,024,672.93	6.48%	$196,968.87	8.39%	$962,907.30	5.65%
PERS, Classified Position								
3302	$74,258.09	2.89%	$357,998.69	2.26%	$69,939.12	2.98%	$338,240.66	1.98%
OASD/MED/Classified Position								
3402	$209,296.34	8.14%	$1,273,960.18	8.06%	$197,133.23	8.40%	$1,178,604.84	6.91%
Hlth/Welfare, Classified								
3502	$491.42	0.02%	$2,389.03	0.02%	$463.81	0.02%	$2,230.79	0.01%
SUI, Classified Position								
3602	$22,541.12	0.88%	$109,552.80	0.69%	$22,953.93	0.98%	$111,192.53	0.65%
Workers Comp, Classified								
Benefits	**$514,116.25**	**19.99%**	**$2,768,573.63**	**17.51%**	**$487,458.96**	**20.77%**	**$2,593,176.12**	**15.21%**
Other Expenses								
5200	$830.42	0.03%	$11,385.27	0.07%	($411.47)	-0.02%	$12,644.74	0.07%
Travel & Conference								
5500	$20,365.01	0.79%	$58,029.98	0.37%	($16,115.01)	-0.69%	$73,206.21	0.43%
Operation & Housekeeping								
5600	$6,542.79	0.25%	$220,617.79	1.40%	($24,683.35)	-1.05%	$4,016.36	0.02%
Rental/Lease/Repair								
5800	$1,067.57	0.04%	$33,824.31	0.21%	($23,587.68)	-1.00%	$8,546.39	0.05%
Prof. Consult Service/Other Operating Exp								
5900	$60.28	0.00%	$246.19	0.00%	$23.29	0.00%	$145.13	0.00%
Fax, Pager, Postage								
6200	$4,125.00	0.16%	$13,925.00	0.09%	$0.00	0.00%	$0.00	0.00%
Bldg & Imp of Bldg								
Other Expenses	**$32,991.07**	**1.28%**	**$338,028.54**	**2.14%**	**($64,774.22)**	**-2.76%**	**$98,558.83**	**0.58%**
Capital Outlay								
6500	$40,455.25	1.57%	$326,672.84	2.07%	($438,161.51)	-18.67%	$56,414.79	0.33%
Equipment- Over $5000								
Capital Outlay	**$40,455.25**	**1.57%**	**$326,672.84**	**2.07%**	**($438,161.51)**	**-18.67%**	**$56,414.79**	**0.33%**
Total Expense	**$2,499,362.84**	**97.20%**	**$14,067,868.64**	**88.98%**	**$1,711,639.07**	**72.92%**	**$12,681,928.29**	**74.40%**
Net Profit (Loss)	**$71,993.77**	**2.80%**	**$1,742,227.80**	**11.02%**	**$635,609.22**	**27.08%**	**$4,363,919.43**	**25.60%**

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UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 NORTH CRESCENT WAY - ANAHEIM, CA - 92801
(714) 999-3526 Fax: (714) 635-5903
SPECIAL YOUTH SERVICES

EXHIBIT VV

Contract to Provide
Independent Educational Evaluation
Psycho-Educational Evaluation

[redacted], on behalf of [redacted], requested that the Anaheim Union High School District fund an independent psycho-educational evaluation and has requested that the District contract with Dr. Veronica Olvera for the evaluation. The District agrees to fund the assessment provided by Dr. Veronica Olvera, Neuro-Educational Clinic, under the following terms and conditions:

1. The District agrees to fund a psycho-educational assessment to be conducted by Dr. Veronica Olvera at a total cost not to exceed Six Thousand Dollars ($6000).

2. In exchange for the total amount not to exceed $6,000, Dr. Olvera agrees to the following:
   a. Perform a psycho-educational assessment. The assessments are due no later than 12/31/2025, at which time the District's obligation to fund the IEE will end.
   b. Create a written report.
   c. Attend an IEP meeting to review the assessment and findings.

3. In addition to completing the foregoing, Dr. Olvera agrees to the following:

   a. Will consult and collaborate with District assessment personnel.
   b. Provide the District the written report at least five (5) business days prior to any IEP meeting scheduled to review the assessment.
   c. Will not use any subcontractor or other personnel to provide any portion of the work to be performed without first obtaining written approval by the District.
   d. Will be acting as an independent contractor and will not be working directly for the District.

4. It is understood and agreed that any recommendation for services made following the assessment and agreed to by the IEP team will not be implemented by Dr. Olvera.

5. This Agreement requires approval by the Board of Trustees of Anaheim Union High School District. Once executed by all Parties, this Agreement will be placed on the agenda for the next regularly scheduled Board of Trustees meeting.

6. Payment contained herein is contingent upon Board approval and submission of an original itemized invoice detailing the work completed and/or expenses incurred. The District agrees to

pay the invoice within 45 days of receipt of all of the following: (1) an itemized invoice, (2) the written evaluation including all scores and graphs, and (3) this fully executed Agreement.

7. Indemnification and Hold Harmless:

    a. To the fullest extent allowed by law, Dr. Olvera shall defend, indemnify and hold harmless the District and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by Dr. Olvera or her directors, officers, agents, employees, volunteers or guests arising from Dr. Olvera's duties and obligations described in this agreement or imposed by law.

    b. To the fullest extent allowed by law, the District shall defend, indemnify and hold harmless Dr. Olvera and her directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by the District or its directors, officers, agents, employees, volunteers or guests arising from the District's duties and obligations described in this agreement or imposed by law.

8. Parties shall cooperate in executing any documents and/or completing any actions necessary to implement this Agreement.

9. The Parties acknowledge that this Agreement is confidential and will not be shared except as required by law. The Parties agree to disclosure and admissibility of this Agreement for implementation and/or enforcement.

10. This Agreement may be signed in counterparts permitting signatures to appear on separate signature pages. A copy or original of this document with all signatures pages appended together shall be deemed a fully executed Agreement

11. This Agreement may be executed by fax signature such that a fax signature acts as an original.

The Parties hereto have approved this Agreement.

Dated: 02/13/2025

By: Dr. Veronica A. Olvera, Psy.D.
Dr. Veronica Olvera
Neuro-Educational Clinic

Dated: _____

By: _____
Dr. Jaron Fried
Assistant Superintendent, Ed.Division
Anaheim Union High School District

MEMORANDUM OF UNDERSTANDING
BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FOR
DUAL ENROLLMENT FUNDING PROGRAM 2024-2027

1. Statement of Purpose:

This Memorandum of Understanding ("MOU") is entered into between the Anaheim Union High School District ("AUHSD") and the North Orange County Community College District ("NOCCCD"), on behalf of Cypress and Fullerton Colleges (collectively referred to as "COLLEGE"), to support the expansion of the Dual Enrollment College and Career Access Pathway program. The goal is to provide greater access to the program for students.

This MOU outlines the terms and conditions under which COLLEGE may invoice AUHSD for the costs associated with college support staff positions of College Transition Leaders and Adjunct Counselors, in relation to the COLLEGE Dual Enrollment program for the 2024-2027 school years.

Please refer to Exhibit A for the detailed funding breakdown. The total funding provided under this MOU shall not exceed $550,088 for the entire duration, with the option for adjustments in the disbursement of funds within the COLLEGE.

2. Duration of the MOU

The MOU will become effective as of the date of the signing by the final signatory below and be in effect until June 30, 2027. The following terms and conditions shall be incorporated in their entirety where applicable.

3. Services and Funding Amounts

AUHSD will pay for the costs of the COLLEGE Dual Enrollment Staff to service AUHSD school sites to provide support for the students participating in COLLEGE Dual Enrollment program.

4. Invoice and Payments:

NOCCCD will invoice AUHSD by May 30th, each year, for the costs listed below in exhibit A for the service of COLLEGE Dual Enrollment staff to provide support for student expansion in existing and new AUHSD CCAP Pathways.

5. Indemnification:

AUHSD shall defend, indemnify and hold NOCCD, its officers, employees and agents harmless from any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of the 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 AUHSD, its officers, agents or employees.

NOCCCD shall defend, indemnify, and hold AUHSD, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's 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 of injury or damages are caused by or result from the negligent or intentional acts or omissions of NOCCCD its officers, agents or employees.

6. Insurance:

NOCCCD shall insure its activities in connection with the work under this agreement and obtain, keep in force and maintain insurance as follows:

a. General Liability Insurances, including Government Codes and Errors and Omissions Coverage with a combined single limit of one million dollars ($1,000,000) each occurrence. If the above insurance is written on a claims-made form, it shall continue for three years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to coinciding with the effective date of the Agreement.

It is expressly understood, however, that the coverage and limits referred to under a above shall not in any way limit the liability of District. The coverage required under a of this Article shall include AUHSD as an additional insured. Such provision shall apply only in proportion to and to the extent of negligent acts or omissions of the Contractor, its officers, employees or agents. NOCCCD will furnish the District with certificates of insurance evidencing compliance with all requirements. Certificates shall provide for thirty (30) days (ten days for non-payment of premium) advance written notice to District of any material modification, change or cancellation of the above insurance coverage.

7. Termination:

Any party may terminate the Agreement for any reason. In the event of such termination, the party seeking to terminate this agreement shall give written notice in advance no later than December 30th of the preceding school year with an effective date no sooner than the following December 1st to the other party. NOCCCD shall reimburse AUHSD for the portion of the transportation, equipment, and professional development time costs for services provided to NOCCCD through its effective date of termination.

8. No Third-Party Rights

Nothing in the Agreement is intended to make any person or entity who is not signatory to the agreement a third-party beneficiary of any right created by the Agreement or by operator of law.

9. Dispute Resolution

Any dispute arising regarding the interpretation or implementation of the Agreement, including any claims for breach of the Agreement, shall be resolved by submitting the claim for arbitration to the American Arbitration Association in accordance with its rules and procedures applicable to commercial disputes. The location of any arbitration hearing shall be in Orange County, California and any enforcement of the arbitrator's decision shall be brought to Superior Court of Orange County, California.

10. Attorney's Fees

If any action brought by a party to enforce the terms of the Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs, including the reasonable value of any services provided by in-house counsel. The reasonable value of services provided by in-house counsel shall be calculated by applying an hourly rate commensurate with prevailing market rates charged by attorneys in private practice for such services.

11. Notices

Any written notification required hereunder shall be personally served or mailed by certified mail, return receipt requested. to the following:

COLLEGE
Cypress College
9200 Valley View Street
Cypress, CA 90630
Attn: Dr. Kathleen Reiland, Vice President, Instruction

COLLEGE
Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832
Attn: Dr. Jose Ramon Nunez, Vice President, Instruction

NOCCCD
North Orange County Community College District
1830 W. Romneya Dr., Anaheim, CA 92801
Attn: Jenney Ho, District Director, Purchasing

SCHOOL DISTRICT
Anaheim Union High School District
501 N. Cresent Way
Anaheim, CA 92801
Attn: Dr. Jaron Fried, Assistant Superintendent, Educational Services

12. Entire Agreement

The Agreement constitutes the entire agreement and understanding between NOCCCD and AUHSD and supersedes all prior written or oral agreements with respect to subject matter herein. Any modification to the Agreement must be made in writing and signed by the authorized representatives of NOCCCD and AUHSD.

13. Governing Law

The laws of the State of California shall govern the Agreement

The Parties agree to the terms of this MOU, which have been approved by the Board of Trustees of the Anaheim Union High School District.

3/7/25

By: Dr. Jaron Fried
SCHOOL DISTRICT: AUHSD

Kathleen Reiland 11/22/2024

By: Dr. Kathleen Reiland
COLLEGE: CYPRESS

J. R. N

By: Dr. Jose Ramon Nunez
COLLEGE: FULLERTON

Jenney Ho

By: Jenney Ho
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Exhibit A – Estimate for Expenses under COLLEGE / Anaheim Union High School District MOU

Cypress and Fullerton College

2024-2027

The following are the yearly break down in funds for Cypress College and Fullerton College (these amounts can be adjusted based on course offerings at each site)

Middle College Early College Grant:

Fiscal Year	Cypress College	Fullerton College
Year 1: 2024-2025	$46,480	$26,560
Year 2: 2025-2026	$46,480	$26,560
Year 3: 2026-2027	$41,188	$23,536

College and Career Access Pathway:

Fiscal Year	Cypress College	Fullerton College
Year 1: 2024-2025	$75,908	$43,376
Year 2: 2025-2026	$70,000	$40,000
Year 3: 2026-2027	$70,000	$40,000

Total Sum for Cypress: $350,056

Total Sum for Fullerton: $200,032

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT
(NO FEE)

This Independent Contractor Services Agreement ("Agreement") is made as of the 6th day of March, 2025, between the Anaheim Union High School District ("District") and city of Anaheim (COA), Anaheim Public Library ("Contractor") (each a party, collectively, "Parties").

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

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

WHEREAS, the Contractor warrants that it is specially trained and experienced and competent to perform the special services required by the District outside the usual course of the District's business; and

WHEREAS, the Contractor agrees to perform the services described in this Agreement in accordance with the standards of its profession, to District's satisfaction, and in accordance with this Agreement.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. The detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services is described in Exhibit "A" attached hereto and incorporated herein by this reference ("Services"). In the event of any conflict between the terms of the body of this Agreement and language set forth Exhibit A, the terms of the body of the Agreement shall govern. Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from July 1, 2024, through June 30, 2029.

3. **Submittal of Documents**. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the following:

X Signed Agreement
X Insurance Certificate(s) and Endorsements (Section 10)
X Criminal Background Investigation Certification(s) (Section 16)

4. **Compensation**. Contractor agrees to provide Services at no cost.

5. **Independent Contractor**. Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that of the Services, and in the performance of this Agreement shall be and act as an independent contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, agents, partners, or joint venturers of the District, and are not entitled to benefits of any kind or nature normally

provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, workers' compensation, social security, and income taxes with respect to Contractor's employees.

6. **Materials**. Contractor shall furnish, at Contractor's own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement.

7. **Standard of Care**. Contractor's Services will be performed, findings obtained, and reports and recommendations prepared in accordance with generally and currently accepted principles and practices of Contractor's profession for services to California school districts. District will not control or direct performance of the work under the Agreement or in fact.

8. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter.

9. **Indemnification**. To the furthest extent permitted by California law, Contractor shall, at Contractor's sole expense, defend, indemnify, and hold harmless the District and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below. Contractor agrees to maintain insurance policies or a self-insurance program in amounts sufficient to satisfy its indemnification obligations as set forth in Section III and IV of this Agreement, subject to all terms and conditions of the insurance policies.

10.1.1 General Liability. One Million Dollars ($1,000,000) combined single limit per occurrence for bodily injury, personal injury, and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability, or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each location, or the general aggregate limit shall be twice the required occurrence limit.

10.1.2 Is this Contractor interacting with students? Yes ☐ No ☒ For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified

under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. 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.

If Contractor has no employees, it may certify or warrant to the District 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 the District's Director of Risk Management.

10.1.4 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 the Contractor owns no autos, a non-owned auto endorsement to the General Liability policy described above is acceptable.

If the Contractor is transporting one or more non-employee passengers in performance of contract 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.

10.1.5 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 and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

Professional Services Contracts - (including architects, engineers, consultants, counselors, medical professionals, hospitals, clinics, attorneys and accountants or others who work on developing outcomes and make recommendations for strategic planning specific to the department or District)

Professional Liability – Professional Liability Insurance with limits of not less than one million ($1,000,000) per claim or occurrence and two million ($2,000,000) aggregate limits OR

Errors and Omissions Liability Insurance with limits of not less than one

million ($1,000,000) and two million ($2,000,000) aggregate limits OR

Directors and Officers Insurance coverage with limits of not less than one million ($1,000,000) shall be required for Contracts with charter labor committees or other not-for-profit organizations advising or acting on behalf of the District

If insurance coverage is provided on a "claims made" policy, the "retroactive date" shall be shown and must be before the date of the start of the contract work. The claims made insurance shall be maintained or "tail" coverage provided for a minimum of five (5) years after contract completion.

The coverage described above is not required for contractors or consultants providing services which are not relied upon by District departments for decision making. These would include trainers or instructors, expert witnesses, statisticians, etc.

10.2 **Other Insurance Provisions**. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to the District and approved by the District. The Certificates and insurance policies shall include the following:

10.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

10.2.2 An endorsement stating that the District and its agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

10.2.3 Waiver of Subrogation. The Contractor shall require the carriers of required coverages to waive all rights of subrogation against the District, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit the Contractor and Contractor's employees or agents from waiving the right of subrogation prior to a loss or claim. The Contractor hereby waives all rights of subrogation against the District.

10.2.4 Policies Primary and Non-Contributory. All policies required herein are to be primary and noncontributory with any insurance or self-insurance programs carried or administered by the District.

10.2.5 All policies shall be written on an occurrence form.

10.2.6 The Contractor's insurance shall apply separately to each insured against

whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.

10.2.7 Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. **Compliance With Laws, Rules, and Regulations**. Contractor shall observe and comply with all rules and regulations of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule, or regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules, or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

12. **Permits/Licenses**. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

13. **Safety and Security**. Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

14. **Employment With Another Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

15. **Anti-Discrimination**. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. **Fingerprinting of Employees**. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☒ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

17. **Assignment/Subcontract**. The obligations of the Contractor pursuant to this

Agreement shall not be assigned by the Contractor.

18. **Termination.** Either party may at any time for any reason terminate this Agreement. Written notice by one party to the other party shall be sufficient to stop further performance of services by Contractor. The notice shall be deemed given when received or no later than three days after the day of mailing, whichever is sooner.

19. **Limitation of District Liability.** Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all District information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

District
Anaheim Union High School District
Attn: Jaron Fried
Copy: Jaron Fried
501 N. Crescent Way
Anaheim, CA 92801
Phone: (714) 999-3558
Email: fried_ja@auhsd.us

Contractor
Anaheim Public Library
Attn: Donald Hilliard, Jr.
Street Address: 500 W Broadway
City State Zip: Anaheim, CA 92805
Phone: (714) 765-1728
Email: DHilliard@anaheim.net

Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **Governing Law.** This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Orange County, California.

24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **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.

26. **Counterparts**. This Agreement may be executed in multiple counterparts, each of which when so executed and delivered shall be deemed an original, and such counterparts together shall constitute one and the same instrument. For purposes hereof, a facsimile or emailed copy of this Agreement, including the signature pages hereto, shall be deemed an original, and each party agrees that it will not contest the validity of the execution of this Agreement solely on the basis of any signature being a facsimile or electronic copy.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Anaheim Union High School District

Date: 3/7/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Anaheim Public Library

Date: 1/10/2025

By: _____

Print Name: Audrey A. Lujan

Title: City Librarian

Audrey A. Lujan

City Librarian

EXHIBIT A

Provide a detailed description of services that shall be provided, the nature of the qualifications of the Contractor, the location of the services to be provided, and the recipients or benefactors of the services:

Contractor shall:

A-Description of Services:

- AUHSD will provide only the necessary student data elements to determine students already in the Library System Database and to add new student records to that database.
- The COA Library will provide pass-through authentication to online resources based on student Identification (ID) number.
- AUHSD students will be allowed to log into the COA Library's Internet computers using their student ID and a four digit Personal Identification Number (PIN).
- AUHSD students will not need a separate library card to access Library online resources.

B-Expectations & Accountabilities:

- Anaheim Union High School District
    - AUHSD Information Services office will provide student data needed (name, student ID, birth date, school) to search for existing records and create new records to authenticate with COA Library's online resources.
    - AUHSD Information Services office will provide staff data needed (name, email address, and four digit birth year) to search for existing records and create new records to authenticate with COA Library's online resources.
    - AUHSD will inform the COA Library when the data is ready for transfer.
    - AUHSD will communicate with parents about data being shared and allow for an opt-in/opt-out at registration, annually.
    - If parents opt-out, AUHSD will ensure that student data is not transferred to the COA .
- City of Anaheim
    - Provide secure import of student data.
    - The COA will import the data provided by AUHSD into the Library System database after verifying those students are not already in the database.
    - Provide student data confidentiality and privacy.
    - Provide pass through authentication to online resources for AUHSD students using their ID number.
    - Notification to AUHSD of students with existing accounts with fines on over five dollars ($5.00). This rule prohibits anyone in the library database with fines over five dollars ($5.00) from accessing the Library's online services.
    - Provide marketing resources as needed to promote ACES and the online resources, but no direct marketing to students
    - Provide faculty training and professional development.
    - Provide access to CIPA (Children's Internet Protection Act) compliant computers for filtered Internet access at the Libraries.
- Specific Provisions
    - Students with an existing APL library card are subject to all terms and conditions of use.
    - Students wanting to borrow physical library materials will apply for a borrowing card through the normal channels at a COA Library location.
    - Students with borrowing cards will use the library card number to access online services.

C. DISCLAIMER:

The City of Anaheim will not be held liable for any misuse of content that students access

through the Library's online resources or collection. The library's online resources and content is consistent with ALA (American Library Association) Library Bill of Rights and Freedom to Read statement

Overarching Goal:
The goal of this project, A Card for Every Student (ACES), is to provide Anaheim Union High School District (AUHSD) students access to the City of Anaheim (COA) Library valuable online resources that APL subscribes to, including e-books, student test preparation tools, language learning resources, electronic databases, etc. online resources using the students' school ID number. The purpose of this Memorandum of Understanding (MOU) is to establish an effective working relationship between COA and AUHSD for the successful implementation of this project.

NOTICE TO CONTRACTORS REGARDING VALID CRIMINAL RECORDS SUMMARY (EDUCATION CODE SECTION 45125.1)

Education Code Section 45125.1 provides that any entity that has a contract with a local education agency (school district) shall ensure that any employee who interacts with students outside of the immediate supervision and control of the student's parent or guardian or a District/school employee has a valid criminal records summary resulting from submission of the employee's fingerprints in a manner authorized by the Department of Justice (DOJ).

The DOJ shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the DOJ.

The entity shall not permit an employee to come in contact with any student until the DOJ has ascertained that the employee has not been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code section 1192.7(c). The entity shall certify in writing to the governing board of the school district that none of its employees who may come in contact with any student have been convicted of a violent or serious felony.

.....

CERTIFICATION BY CONTRACTOR

To the Board of Trustees of the Anaheim Union High School District:

I, Audrey A. Lujan (Name of Individual), am the City Librarian (Title) of Anaheim Public Library (Name of Contractor),

and I am authorized to execute this Certification on behalf of the Contractor.

1. I have carefully read and understand the Notice to Contractors Regarding a Valid Criminal Record Summary required under Education Code Section 45125.1.

2. Due to the nature of the services that will be provided to the District, Contractor's employees will or may have contact with students of the District outside of the immediate supervision and control of the student's parent or guardian or District employee.

3. I have obtained and reviewed the valid Criminal Records Summary of the following employees who will be performing services for the District:

_____	_____
_____	_____
_____	_____
_____	_____

If any subsequent/future employees will be performing services for the District, I will obtain and review the Valid Criminal Records Summary of these employees and submit an updated Certification to the District.

4. None of the employees who will be performing the services to the District have been convicted of a violent felony as defined in Penal Code section 667.5(c) or serious felony as defined in Penal Code Section 1192.7(c), and this determination was made by a fingerprint check through the Department of Justice.

I declare under penalty of perjury, under the laws of the State of California, that the foregoing is true and correct.

Executed at Anaheim, California on January 10, 2025
Date

Signature

Audrey A. Lujan
Typed or Printed Name

City Librarian
Title

City of Anaheim/Anaheim Public Library
Name of Contractor

200 S. Anaheim Blvd., Anaheim, CA 92805
Address

714-765-1810
Telephone Number

paradigm | healthcare

AMENDMENT TO SERVICE AGREEMENT

This Amendment to Service Agreement ("Amendment") is entered into as of March, 7 2025 between Paradigm Healthcare Services, LLC, a California Limited Liability Company ("Paradigm") and Anaheim Union High School District, a Local Education Agency ("Client").

RECITALS

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

Paradigm is and has been providing Client certain Medicaid claiming services pursuant to a Service Agreement dated July 1, 2023 ("Agreement").

Paradigm and Client desire to amend and modify the services and fee provisions contained in their Service Agreement effective as of March, 7 2025.

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

TERMS

1. **Definitions**. Except as otherwise provided herein, the terms of this Amendment shall have the same meaning as given in the Agreement.
2. **Amend *Service Agreement* to include: Paradigm's CYBHI Fee Schedule Services**

    2.1. CYBHI Consultation & Implementation

        2.1.1. Implementation.Paradigm will assist Client with all start-up documentation and any renewal agreements required by the California Department of Health Care Services ("DHCS") and DHCS's third party administrator ("TPA") to enroll Client in the CYBHI Fee Schedule program and establish

Paradigm as the Client agent for purposes of submitting reimbursement requests under this Agreement.

2.1.2. Ongoing Consultation. Paradigm will work with Client to assess program potential, establish the practitioner databases for effective service tracking, and provide implementation training to Client program coordinator(s). Ongoing consultation is designed to identify areas of reimbursement, facilitate an effective partnership between the Client and Paradigm, and facilitate Client's full participation in the CYBHI Fee Schedule program.

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

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

2.2. CYBHI Fee Schedule Claims Management Services

2.2.1. Practitioner Roster Exchange. Upon the commencement of CYBHI Fee Schedule Servicesunder this Agreement, Paradigm will use its proprietary algorithms and know-how to prepare and submit the required Standard Provider Import Roster("SPI Roster") to DHCS's TPA. The SPI Roster will be submitted as needed to ensure Client's data is accurate.

2.2.2. Student Health Insurance Information Exchange. Upon the commencement of CYBHI Fee Schedule Services under this Agreement, Paradigm will use its proprietary algorithms and know-how to prepare and submit the required Student Batch Registration to DHCS's TPA. The Student Batch Registration will contain the health insurance information as reported to Paradigm by Client. This information will be retained by Paradigm and will be used solely to provide services hereunder subject to all the confidentiality provisions provided in the Agreement.

2.2.3. Claims Submittal.

2.2.3.1. Paradigm will make reasonable efforts to submit each CYBHI Fee Schedule billing claim eligible for submission in accordance with the program's regulations and DHCS's designated TPA requirements within thirty (30) days of receipt from Client of all information necessary for processing that claim. Paradigm will also make reasonable efforts to bill retroactive claims existing at the commencement of this Agreement so as to minimize revenue lost due to the 180-day billing limit.

2.2.3.2. Paradigm shall make reasonable efforts to verify the completeness and accuracy of information underlying the claims it submission Client's behalf.Due to the volume of data being processed and the necessity of correlating student records from several databases maintained by Paradigm, it is inevitable that some requests for reimbursement (or categories of requests or patients) will be denied or reduced due to incorrect or incomplete supporting data or healthcare insurance information. Paradigm will make reasonable efforts to minimize such denials or reductions. Client acknowledges that such denials are

inherent in the billing process, and will not constitute a breach of Paradigm's obligations under this Agreement. Client's sole and exclusive remedy for any such denial or reduction in reimbursement is to request that Paradigm re-bill such claims. Paradigm will determine in its sole and absolute discretion if such rebilling is reasonable and cost effective. Except as set forth in this paragraph, Paradigm shall not be liable, and Client shall have no remedy, for any denial or reduction in reimbursement to Client for healthcare services.

2.2.3.3. Paradigm shall make reasonable efforts to submit all claims made thereunder in a timely manner. However, Paradigm shall not be responsible in any way in the event that any claim made thereunder is submitted late or incomplete directly or indirectly because of the failure or delay by Client or its employees, students, agents or independent contractors in making all necessary information available to Paradigm, or any third party's failure or delay in submitting documentation to DHCS or its TPA.

2.2.4. Review and Resubmittal. Paradigm will monitor the submittal and payment process,r eview denials, suspensions, and holds, as reported by DHCS or its TPA, and make reasonable efforts to resolve any challenged Client reimbursement claim.

2.2.5. Paradigm Technologies Software. Paradigm will make available its proprietary web-based software to assist Client Program Coordinator(s) with managing the FERPA parent consent status of students, practitioner profiles, and service authorizations. In addition, Client will have access to EduClaim in which Client can view claims-related management reports. Note: Access to any Paradigm Technologies web-based applications requires acceptance of a separate, no-fee online Software License Agreement found at Paradigm's website.

2.2.6. Audit and Compliance Support. In the event of a program audit or review, Paradigm will assist in preparing for and responding to the audit to the extent permitted by DHCS and or any other auditing party. However, Paradigm will not be responsible for audit findings or penalties arising from Client's failure to provide accurate or complete data.

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

2.3. Client's CYBHI Claims Management Obligations

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

2.3.2. Student Data Snapshot. Upon commencement of the Agreement and monthly thereafter, Client will provide Paradigm with a file in a format specified by Paradigm of all enrolled students data reasonably requested by Paradigm in connection with its performance under this agreement from Client's computer systems or from the computer systems of the individual schools Client comprises.

2.3.3. Practitioner Roster. Client agrees to maintain accurate and complete practitioner details within Paradigm's Student Health Network (SHN). This information is required for Paradigm to complete and submit the Standard Provider Import ("SPI Roster") to the third-party administrator. Client acknowledges that if practitioner details are not provided or updated in SHN, Paradigm will be unable

to complete the SPI Roster submission. Any delays or missed deadlines resulting from the failure to provide practitioner details will not be the responsibility of Paradigm, and Paradigm will not be liable for any associated delays in claims submission or processing.

2.3.4. Student Health Insurance Information. Client agrees to provide Paradigm with accurate and complete health insurance information for students either by 1) submitting a data file containing the required information from the Client's system in a format specified by Paradigm, or 2) maintaining this information within Paradigm's Student Health Network (SHN). Client acknowledges that if this information is not provided, either through a data file or within SHN, Paradigm will be unable to complete the batch registration process for any claims. As a result, Paradigm will not be responsible for any delays, missed deadlines, or inability to submit claims due to the Client's failure to provide the necessary health insurance information.

2.3.5. Service Logs. If electing not to use Paradigm's Student Health Network (SHN) to document services, Client will maintain complete and accurate service logs of all healthcare services provided by Client and will return the completed logs to Paradigm at the end of each month.

2.3.6. Compliance. Client will comply with enabling legislation, regulations, claiming process directives, policies, and program letters of the DHCS, as well as directives from DHCS's TPA.

3. **Amend *Fees and Payment Terms* to include:**

3.1. CYBHI Consultation & Implementation Fees. The fee for CYBHI Consultation & Implementation Services will be an initial $12,000 start-up fee. Paradigm will invoice Client for this amount within 30 days of contract effective date. These fee and payment terms shall be in addition to the existing payment terms of the Agreement.

3.2. CYBHI Claims Management Fees. Paradigm's fees for CYBHI Fee Schedule Claims Management Services in any Fiscal Year will be capped according to the dollar value of Client's Approved Claims. Notwithstanding any other provision, the total fees payable to Paradigm based on Approved Claims during any Fiscal Year will not exceed 7% of the dollar value of Approved Claims. This cap on fees for CYBHI Fee Schedule claims are discounted as part of a bundled offering with the licensing of our software, Student Health Network (SHN), acknowledging the integrated value of our services.

3.2.1. Application of Fiscal Year Limits. For purposes of computing Paradigm's fees and fee caps, the date of an Approved Claim will be the warrant date of the Remittance Advice Details ("RAD") issued by DHCS or its TPA granting approval of the claim, regardless of when the claim originates or is submitted by Paradigm for payment, and regardless of when or whether Client receives payment for the approved claim. Paradigm will invoice Client monthly based on Approved Claims identified in RADs.

3.2.2. Approval of Interim Approved Claims After the Termination of the Agreement. Nothing in this Agreement shall constitute a limitation or waiver of Paradigm's entitlement to receive fees based on Approved Claims submitted pursuant to this Agreement whose date of interim approval is after the termination of this Agreement. Paradigm will prepare and submit for reimbursement all Client CYBHI Fee Schedule claims arising from services provided by Client prior to termination or expiration and shall receive payment pursuant to the terms of this Agreement upon approval of such claims or part there of by DHCS or its TPA. Such claims for reimbursement shall be documented and submitted to Paradigm for submittal within six (6) months after the earlier of expiration or termination of this Agreement.

3.2.3. Substitution of Alternative Methodology and/or Fee Terms. In the event that any fee arrangements or and part thereof are or become inconsistent with applicable federal or state laws or regulations, or court order,Paradigm will on thirty (30) days written notice provide substitute fee arrangements and/or substitute time survey services consistent with applicable law regulation or court order.Any such substitute fee arrangements shall not increase the total amountClient would otherwise have been required to pay Paradigm for services under this Agreement.

4. **Coordination of Agreement and Amendment Terms**. Except as provided herein, the Agreement between Paradigm and Client will remain in full force and its terms shall apply to this Amendment. In the case of any conflict between any provision in this Amendment and any provision of the Agreement, the provisions of this Amendment shall supersede and will be controlling.
5. **Severability**. If any provision of this Amendment is held by a court or arbitrator to be invalid or unenforceable, the remaining portions of this Amendment shall remain in full force and effect, and such court or arbitrator shall be empowered to substitute provisions similar to said provision, or other provisions, so as to provide the parties the benefits intended by said provision, to the fullest extent permitted by applicable law.
6. **Entire Agreement**. This Amendment and the Agreement together constitute the entire understanding and agreement of the parties with respect to the subject matter thereof and supersede all prior agreements, understandings, negotiations, and discussions of the parties, whether oral or written. There are no agreements, understandings, restrictions, representations or warranties other than those set forth in the Agreement and this Amendment.
7. **Counterparts**. This Amendment may be executed in any number of faxed, scanned, electronically signed, or original counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

SIGNATURES

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

Paradigm Healthcare Services, LLC

Constance Laflamme, Owner/CEO
1225 4th Street, #363
San Francisco, CA 94158
Tel (415) 616-0920
claflamme@paradigm-healthcare.com

Anaheim Union High School District

Dr. Jaron Fried
Assistant Superintendent, Ed. Division
501 Crescent Way
Anaheim, CA, 92801
714-999-3557
fried_ja@auhsd.us

Instructional Materials Submitted for Adoption
Thursday, March 6, 2025
February 14, 2025 - March 6, 2025

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Special Education	Basic	Transition to Work (#CE631)	12	*Pathways to Career Success*	Pearson
World Languages	Suppl.	Spanish for Spanish Speakers 1/Spanish for Spanish Speakers 2/Spanish for Spanish Speakers 3 (WL101), (WL201), (WL301)	7-12	*Antes de Ser Libres*	Penguin Random House

Instructional Materials Submitted for Display
Thursday, March 6, 2025
March 7, 2025 - April 10, 2025

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English Language Arts	Suppl.	AP Literature	12	*King Lear*	Signet (Penguin Putnam)

Field Trip Report

Board of Trustees March 06, 2025

1. Anaheim High School: Band & Color Guard (127 students - 58 female, 69 male)
   Adviser/Lead Chaperone: Breysi Garcia (male)
   Chaperones: Jessie Alvarez (female), Bethany Carrillo (female), Julie Enciso (female), Befael Garcia (male), Ma. Rosario Garcia (female), Jennyfer Giles (female), Marco Giles (male), Yajaira Hernandez (female), Ana Houlguin (female), Miguel Jimenez (male), Joseph Moy (male), Abel Nava (male), Cynthia Juarez Nava (female), Hiram Rivera (male), Irvin Rueda (male), and Miguel Sanchez (male)

   To: San Diego, CA
   Dates: March 14, 2025 to March 16, 2025
   Purpose: Band and Color guard performance
   Expenses: ASB/Club Fundraisers - Transportation
   Booster Club - Meals, accommodations, and substitutes

   Number of school days missed for this trip: 1
   Number of school days missed previously: 0
   Total number of days missed by this group: 1

2. Anaheim High School: Chamber Singers (21 students - 13 female, 8 male)
   Adviser/Lead Chaperone: Jacqueline Cisneros (female)
   Chaperones: Miranda Baca (female) and Edward Cisneros (male)

   To: El Cajon, CA
   Dates: April 3, 2025 to April 6, 2025
   Purpose: WorldStrides Heritage Festival competition
   Expenses: ASB/Club Fundraisers - Registration and accommodations
   Parent/Student - Meals
   Outside Source - Transportation

   Number of school days missed for this trip: 2
   Number of school days missed previously: 2
   Total number of days missed by this group: 4

3. Cypress High School: All grades (30 students - 18 female, 12 male)
   Adviser/Lead Chaperone: David Lewis (male)
   Chaperones: Heather Dillard (female), Jeff Russell (male), Kasey Valencia (female), and Carrie Vaughn (female)

   To: Westminster, CA
   Dates: April 8, 2025 to April 9, 2025
   Purpose: Every 15 Minutes
   Expenses: Parent/Student: Meals
   Outside Source- Transportation, accommodations, and substitutes

   Number of school days missed for this trip: 1
   Number of school days missed previously: 1
   Total number of days missed by this group: 2

4. Kennedy High School: All grades (12 students - 7 female, 5 male)
   Adviser/Lead Chaperone: Mathew Corcoran (male)
   Chaperones: Allison Osburn (female)

   To: Seattle, WA
   Dates: April 24, 2025 to April 27, 2025
   Purpose: National High School Journalism Convention
   Expenses: ASB/Club Fundraisers- Transportation, accommodations, and substitutes
   Parents/Student- Meals, transportation, and accommodations
   Site Funds- Registration

   Number of school days missed for this trip: 1
   Number of school days missed previously: 0
   Total number of days missed by this group: 1

5. Loara High School: Color Guard (9 students - 8 female, 1 male)
   Adviser/Lead Chaperone: Jacob Melgoza (male)
   Chaperones: William Hansen (male), Michelle Moreno (female), Cory Robinson (male), Gilda Sanchez (female), and Vanessa Torres (female)

   To: Henderson, NV
   Dates: March 28, 2025 to March 30, 2025
   Purpose: Color guard performance
   Expenses: Booster Club - Registration, meals, transportation, and accommodations
   Parent/Student - Meals, transportation, and accommodations
   Site Funds - Substitutes

   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

6. Savanna High School: GLLA (8 students - 5 female, 3 male)
   Adviser/Lead Chaperone: Juan Villa (male)
   Chaperones: Gabriela Moreno (female)

   To: San Jose, Costa Rica
   Dates: March 13, 2025 to March 22, 2025
   Purpose: Educational and cultural tour for GLLA
   Expenses: Outside Source - Registration, meals, transportation, and accommodations
   Site Funds - Substitutes

   Number of school days missed for this trip: 7
   Number of school days missed previously: 0
   Total number of days missed by this group: 7

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, 2025, to August 31, 2025.

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: David Giordano
Associate Superintendent, Admin. Svcs.

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 6 DAY OF March, 2025.

Anaheim Union High School District

By: _____

Brad Jackson
Typed Name

Assistant Superintendent, Human Resources
Title

Orange County Superintendent of Schools

By: _____

David Giordano
Typed Name

Associate Superintendent, Admin. Services
Title

ANAHEIM UNION HIGH SCHOOL DISTRICT
ADMINISTRATORS
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 3/7/24 - Revised 3/6/25

EXHIBIT DDD

Salary Range	Position Title	SICK DAYS	WORK DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	
18	SOCIAL WORKER	11.0	198	77,309.00	88,798.00	100,287.00	111,776.00	123,263.00	134,752.00	Annually
21	JR HIGH ASSISTANT PRINCIPAL	11.0	198	127,192.00	131,015.00	134,848.00	138,674.00	142,501.00	146,328.00	Annually
22	SR HIGH ASSISTANT PRINCIPAL INSTRUCTIONAL ANALYST PROGRAM ADMINISTRATOR I	11.0	204	139,680.00	143,510.00	147,336.00	151,159.00	154,988.00	158,817.00	Annually
24	JR HIGH PRINCIPAL	11.5	214 *	149,574.00	153,404.00	157,231.00	161,050.00	164,883.00	168,717.00	Annually
25	SR HIGH PRINCIPAL COORDINATOR	14.4	224 *	163,653.00	167,480.00	171,311.00	175,140.00	178,967.00	182,799.00	Annually
28	PROGRAM ADMINISTRATOR II	14.4	224 *	147,559.00	151,387.00	155,212.00	159,035.00	162,871.00	166,696.00	Annually
30	NURSE PRACTITIONER AUTISM SPECIALIST/GASELPA PROGRAM SPECIALIST PROGRAM SPECIALIST/GASELPA REGIONAL NURSE	11.0	200	120,501.00	124,326.00	128,157.00	131,989.00	135,814.00	139,641.00	Annually
31	BEHAVIOR SPECIALIST PSYCHOLOGIST SOCIAL WORKER LEAD	11.0	198	120,501.00	124,326.00	128,157.00	131,989.00	135,814.00	139,641.00	Annually
32	ASST DIRECTOR-PLANNING/DESIGN/CONST	14.4	224 **	127,658.00	131,445.00	135,234.00	139,024.00	142,810.00	146,605.00	Annually
33	CONSTRUCTION SERVICES ADMINISTRATOR	14.4	224**	140,094.00	143,892.00	147,699.00	151,500.00	155,300.00	159,104.00	Annually
35	DIRECTOR (CERTIFICATED) DIRECTOR OF ARTS EDUCATION	14.4	224 *	170,608.00	174,429.00	178,268.00	182,096.00	185,926.00	189,747.00	Annually
36		14.4	224 **	139,731.00	143,558.00	147,384.00	151,209.00	155,038.00	158,865.00	Annually
36B	DIRECTOR OF RISK MANAGEMENT & INSURANCE DIRECTOR OF TRANSPORTATION	14.4	224 **	145,954.00	149,781.00	153,609.00	157,433.00	161,264.00	165,088.00	Annually
37	DIRECTOR OF FOOD SERVICES (until 3/30/25) DIRECTOR OF PURCHASING & CENTRAL SERVICES PUBLIC INFORMATION MANAGER (until 9/30/23)	14.4	224 **	152,178.00	156,001.00	159,832.00	163,657.00	167,487.00	171,311.00	Annually
37B		14.4	224 **	158,571.00	162,395.00	166,172.00	170,054.00	173,886.00	177,709.00	Annually
38	CONTROLLER DIRECTOR OF BUSINESS OPERATIONS DIRECTOR OF MAINTENANCE & OPERATIONS DIRECTOR OF PUBLIC COMMUNICATION (eff. 10/1/23)	14.4	224 **	164,965.00	168,786.00	172,625.00	176,453.00	180,283.00	184,104.00	Annually

ANAHEIM UNION HIGH SCHOOL DISTRICT
ADMINISTRATORS
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 3/7/24 - Revised 3/6/25

Salary Range	Position Title	SICK DAYS	WORK DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	
39	DIRECTOR OF FOOD SERVICES (as of 4/1/25) DIRECTOR PLANNING/DESIGN/CONSTRUCTION	14.4	224 **	174,747.00	178,797.00	182,860.00	186,916.00	190,972.00	195,020.00	Annually
40	CHIEF TECHNOLOGY OFFICER EXECUTIVE DIRECTOR OF FACILITIES/MAINT/OPS EXECUTIVE DIRECTOR OF FISCAL SERVICES EXECUTIVE DIRECTOR OF HUMAN RESOURCES	14.4	224 **	184,666.00	188,690.00	192,467.00	196,315.00	200,239.00	204,247.00	Annually
42	EXECUTIVE DIRECTOR OF EDUCATIONAL SERVICES	14.4	224*	195,717.00	199,635.00	203,629.00	207,703.00	211,860.00	216,099.00	Annually

*23 non-duty days excluded from work days
**excludes 23 vacation days and 14 paid holidays

Longevity -
16th-20th year - $5,782
21st-25th year - $11,567
26th-30th year - $17,347
31st year on - $17,347

Doctorate $2822

Mileage Allowance:
$226/month: Certificated Director, Senior High Principal, Coordinator, Public Information Manager
$198/month: Junior High Principal, Program Administrator II, Classified Director, Chief Technology Officer
$141/month: Senior High Assistant Principal, Psychologist, Program Specialist, Program Administrator I, Nurse Practitioner, Behavior Specialist, Social Worker Lead
$85/month: Junior High Assistant Principal

ANAHEIM UNION HIGH SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved 4/18/24 - Revised 3/6/25

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
41	ARTS ASSISTANT 1 - DANCE (eff. 7/1/24) ARTS ASSISTANT 1 - MEDIA (eff. 7/1/24) ARTS ASSISTANT 1 - MUSIC (eff. 7/1/24) ARTS ASSISTANT 1 - THEATER (eff. 7/1/24) ARTS ASSISTANT 1 - VISUAL (eff. 7/1/24)	3398.00	3535.00	3683.00	3825.00	3975.00	4139.00	4218.00	4304.00	4391.00	4477.00	Monthly
		19.29	20.06	20.93	21.72	22.59	23.52	23.98	24.44	24.93	25.42	Hourly
43	CAMPUS SAFETY AIDE INSTR ASSISTANT INSTR ASSISTANT-SPECIALIZED ACADEMIC INSTR OFFICE ASSISTANT PUBLIC INFORMATION ASSISTANT	3567.00	3715.00	3869.00	4019.00	4179.00	4353.00	4435.00	4519.00	4612.00	4704.00	Monthly
		20.27	21.12	21.98	22.82	23.74	24.72	25.22	25.68	26.21	26.71	Hourly
47	COMPUTER LAB ASSISTANT INSTR ASST - BILINGUAL (SPANISH) INSTR ASST - BILINGUAL (VIETNAMESE) INSTR ASST - BILINGUAL (KOREAN) INSTR ASST - BILINGUAL (ARABIC) INSTR ASST - BILINGUAL (ROMANIAN) INSTR ASST - SPEC ACADEMIC INSTRUCT/BILINGUAL INSTR ASST - STUDENT/PARENT LIAISON/BILINGLUAL OFFICE ASSISTANT/BILINGUAL SCHOOL COMMUNITY LIAISON	3932.00	4093.00	4250.00	4432.00	4603.00	4787.00	4883.00	4980.00	5084.00	5177.00	Monthly
		22.32	23.26	24.13	25.16	26.16	27.24	27.74	28.28	28.89	29.45	Hourly
49	LEAD CAMPUS SAFETY AIDE	4136.00	4303.00	4464.00	4650.00	4839.00	5034.00	5127.00	5236.00	5336.00	5437.00	Monthly
		23.50	24.44	25.36	26.41	27.48	28.62	29.12	29.76	30.33	30.92	Hourly
51	CHILD WELFARE & ATTENDANCE LIAISON COLLEGE & CAREER READINESS SPECIALIST DISTRICT RECEPTIONIST FACILITIES PLANNING ASSISTANT HEALTH SERVICES TECHNICIAN INSTR ASST - ADULT TRANSITION INSTR ASST - BEHAVIORAL SUPPORT INSTR ASST - MATHEMATICS INSTR ASST - MEDICALLY FRAGILE/ORTHO IMPAIRED INSTR ASST - SPECIAL ABILITIES INSTR ASST - DEAF/HARD OF HEARING INSTR ASST - VISUALLY IMPAIRED INSTRUCTIONAL MATERIALS TECHNICIAN LANGUAGE TESTING ASSISTANT PUBLICATIONS TECHNICIAN SCHOOL LIBRARY/MEDIA TECHNICIAN SECRETARY - ATTENDANCE SECRETARY - PROGRAM SUPPORT SECRETARY - REGISTRAR/RECORDS SECRETARY - SCHOOL SUPPORT WORKABILITY PLACEMENT ASSISTANT	4341.00	4510.00	4699.00	4881.00	5080.00	5279.00	5380.00	5500.00	5600.00	5722.00	Monthly
		24.66	25.65	26.69	27.73	28.88	30.01	30.59	31.22	31.83	32.50	Hourly

ANAHEIM UNION HIGH SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved 4/18/24 - Revised 3/6/25

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
53	SECRETARY-BILINGUAL/ATTENDANCE	4562.00	4737.00	4926.00	5124.00	5334.00	5548.00	5652.00	5769.00	5879.00	6000.00	Monthly
	SECRETARY-BILINGUAL/PROGRAM SUPPORT SECRETARY-BILINGUAL/REGISTRAR-RECORDS SECRETARY-BILINGUAL/SCHOOL SUPPORT TRANSLATOR	25.93	26.92	28.00	29.11	30.32	31.51	32.13	32.79	33.41	34.11	Hourly
54		4687.00	4883.00	5080.00	5292.00	5502.00	5727.00	5837.00	5963.00	6079.00	6210.00	Monthly
		26.65	27.74	28.88	30.05	31.24	32.51	33.19	33.88	34.56	35.29	Hourly
55	ASB ACCOUNT TECHNICIAN	4786.00	4975.00	5174.00	5380.00	5598.00	5822.00	5934.00	6055.00	6175.00	6302.00	Monthly
	BRAILLE TRANSCRIBER INFORMATION SYSTEMS TECHNICIAN LICENSED VOCATIONAL NURSE	27.23	28.27	29.40	30.59	31.83	33.07	33.72	34.40	35.08	35.81	Hourly
56		4910.00	5099.00	5304.00	5516.00	5738.00	5966.00	6084.00	6209.00	6333.00	6462.00	Monthly
57	ACCOUNTING TECHNICIAN	5033.00	5222.00	5434.00	5649.00	5875.00	6108.00	6237.00	6363.00	6488.00	6617.00	Monthly
	ADMINISTRATIVE ASSISTANT BENEFITS TECHNICIAN BUSINESS TECHNICAN CREDENTIALS TECHNICIAN HUMAN RESOURCES TECHNICIAN PAYROLL TECHNICIAN RISK MANAGEMENT TECHNICIAN SPEECH LANGUAGE PATHOLOGY ASSISTANT	28.60	29.66	30.91	32.12	33.38	34.70	35.43	36.17	36.87	37.61	Hourly
58		5154.00	5356.00	5570.00	5792.00	6023.00	6264.00	6392.00	6521.00	6649.00	6781.00	Monthly
		29.30	30.43	31.66	32.92	34.23	35.59	36.31	37.07	37.80	38.53	
59	ADMINISTRATIVE ASSISTANT BILINGUAL	5276.00	5488.00	5704.00	5931.00	6171.00	6417.00	6546.00	6679.00	6811.00	6944.00	Monthly
	EMPLOYMENT SPECIALIST FAMILY & COMMUNITY ENGAGEMENT SPECIALIST INFORMATION SYSTEMS SPECIALIST LANGUAGE PROGRAM TECHNICIAN LEGAL ADMINISTRATIVE ASSISTANT SR ACCOUNTING TECHNICIAN SR BUDGET TECHNICIAN SR ADMINISTRATIVE ASSISTANT PROGRAM SUPPORT SR ADMINISTRATIVE ASSISTANT SCHOOL SUPPORT SR ADMINISTRATIVE PROCUREMENT ASSISTANT SR CREDENTIAL TECHNICIAN SR PAYROLL TECHNICIAN WELLNESS COACH SPECIALIST (eff. 10/8/24) WORKABILITY PLACEMENT SPECIALIST (until 10/7/24)	29.99	31.19	32.42	33.71	35.07	36.46	37.20	37.95	38.72	39.46	Hourly
60	SIGN LANGUAGE INTERPRETER	5406.00	5624.00	5845.00	6081.00	6329.00	6575.00	6709.00	6844.00	6980.00	7120.00	Monthly
	ARTS ASSISTANT 2 - DANCE (eff. 7/1/24) ARTS ASSISTANT 2 - MEDIA (eff. 7/1/24) ARTS ASSISTANT 2 - MUSIC (eff. 7/1/24) ARTS ASSISTANT 2 - THEATER (eff. 7/1/24) ARTS ASSISTANT 2 - VISUAL (eff. 7/1/24)	30.72	31.97	33.23	34.56	35.96	37.37	38.11	38.91	39.68	40.45	

ANAHEIM UNION HIGH SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved 4/18/24 - Revised 3/6/25

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
61	FOOD SERVICE TECHNICIAN (until 3/30/25)	5536.00	5760.00	5987.00	6231.00	6485.00	6734.00	6871.00	7009.00	7148.00	7294.00	Monthly
	SR ADMIN ASST SCHOOL SUPPORT/BILINGUAL SR ADMIN ASST PROGRAM SUPPORT/BILINGUAL	31.45	32.73	34.03	35.39	36.85	38.27	39.03	39.84	40.64	41.44	Hourly
62	ASSESSMENT/EVALUATION TECHNICIAN	5769.00	6007.00	6246.00	6496.00	6752.00	7027.00	7173.00	7317.00	7471.00	7615.00	Monthly
	ATHLETIC TRAINER BENEFITS SPECIALIST PARENT INVOLVEMENT SPECIALIST	32.79	34.12	35.47	36.92	38.37	39.93	40.76	41.57	42.46	43.28	Hourly
63	BEHAVIOR INTERVENTION SPECIALIST	5818.00	6044.00	6287.00	6545.00	6805.00	7072.00	7217.00	7360.00	7508.00	7661.00	Monthly
	BUYER FOOD SERVICE ACCOUNTING SPECIALIST (until 3/30/25) MEDI-CAL BILLING SPECIALIST	33.58	34.86	36.27	37.77	39.26	40.80	41.64	42.47	43.32	44.18	Hourly
64	FOOD SERVICE TECHNICIAN (as of 4/1/25)	5965.00	6201.00	6449.00	6711.00	6975.00	7253.00	7401.00	7547.00	7700.00	7855.00	Monthly
	WEBMASTER	34.14	35.46	36.90	38.40	39.95	41.50	42.35	43.19	44.06	44.96	Hourly
65	ART DESIGNER	6111.00	6357.00	6612.00	6875.00	7148.00	7437.00	7585.00	7736.00	7891.00	8050.00	Monthly
		34.70	36.06	37.51	39.05	40.63	42.20	43.06	43.91	44.80	45.72	Hourly
66	FOOD SERVICE ACCOUNTING SPECIALIST (as of 4/1/25)	6279.00	6530.00	6794.00	7064.00	7346.00	7640.00	7796.00	7950.00	8107.00	8268.00	Monthly
	PROCUREMENT CONTRACT SPECIALIST SENIOR BUYER											
68	INFORMATION SYSTEMS ANALYST	6615.00	6878.00	7155.00	7442.00	7740.00	8050.00	8211.00	8375.00	8541.00	8710.00	Monthly
75	NETWORK ANALYST	7792.00	8098.00	8430.00	8765.00	9117.00	9480.00	9665.00	9857.00	10059.00	10259.00	Monthly
	PROGRAMMER ANALYST	44.29	46.01	47.87	49.82	51.80	53.86	54.88	56.00	57.17	58.31	Hourly
76	SYSTEMS ADMINISTRATOR	8188.00	8508.00	8847.00	9201.00	9566.00	9955.00	10148.00	10356.00	10569.00	10777.00	Monthly
		46.52	48.36	50.27	52.28	54.34	56.54	57.67	58.82	60.05	61.22	Hourly

Unit members will be eligible for long service recognition (longevity) upon the completion of ten (10) years of service in the Anaheim Union High School District under the following plan:
Each longevity step stands on its own and is not cumulative nor compounded. Longevity:
2% plus $646 after ten (10) years of service with AUHSD
4% plus $1,922 additional after fifteen (15) years of service with AUHSD
7% plus $3,538 additional after twenty (20) years of service with AUHSD
10% plus $4,615 additional after twenty-five (25) years of service with AUHSD
12% plus $4,928 additional after thirty (30) years of service with AUHSD

Percentages and flat rates stand alone. They are not added together or compounded.

Bilingual stipend and Nightwork differential: $168.00

ANAHEIM UNION HIGH SCHOOL DISTRICT
MANAGEMENT
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 3/7/24 - Revised 3/6/25

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
1		5,188.00	5,383.00	5,596.00	5,816.00	6,037.00	6,265.00	6,396.00	6,513.00	6,647.00	6,776.00	Monthly
2		5,328.00	5,521.00	5,736.00	5,953.00	6,176.00	6,404.00	6,535.00	6,652.00	6,786.00	6,916.00	Monthly
3		5,440.00	5,651.00	5,867.00	6,095.00	6,333.00	6,580.00	6,709.00	6,838.00	6,972.00	7,106.00	Monthly
4		5,578.00	5,788.00	6,006.00	6,232.00	6,474.00	6,720.00	6,845.00	6,977.00	7,109.00	7,246.00	Monthly
5	** FOOD PRODUCTION CENTER MANAGER(unitl 3/30/25)	5,699.00	5,925.00	6,151.00	6,395.00	6,641.00	6,897.00	7,037.00	7,176.00	7,314.00	7,458.00	Monthly
6		5,674.00	5,896.00	6,125.00	6,367.00	6,617.00	6,871.00	7,009.00	7,147.00	7,288.00	7,432.00	Monthly
7	** FOOD PRODUCTION CENTER MANAGER(as of 4/1/25) WAREHOUSE SUPERVISOR	5,950.00	6,179.00	6,420.00	6,683.00	6,940.00	7,208.00	7,353.00	7,497.00	7,643.00	7,792.00	Monthly
8	COMMUNITY SCHOOLS COORDINATOR	6,114.00	6,348.00	6,587.00	6,844.00	7,107.00	7,370.00	7,516.00	7,663.00	7,809.00	7,959.00	Monthly
9		6,237.00	6,483.00	6,739.00	7,002.00	7,279.00	7,558.00	7,708.00	7,862.00	8,015.00	8,173.00	Monthly
11		6,547.00	6,803.00	7,066.00	7,347.00	7,632.00	7,933.00	8,092.00	8,250.00	8,410.00	8,578.00	Monthly
12	COMMUNITY SCHOOLS MANAGER FAMILY & COMMUNITY ENGAGEMENT MANAGER LANGUAGE ASSESSMENT CENTER SUPERVISOR	6,707.00	6,969.00	7,241.00	7,528.00	7,822.00	8,129.00	8,292.00	8,455.00	8,620.00	8,791.00	Monthly
13	* DISTRICT & COMMUNITY USE MANAGER GARAGE SUPERVISOR GRAPHIC PRODUCTION MANAGER	6,868.00	7,135.00	7,415.00	7,707.00	8,012.00	8,324.00	8,487.00	8,657.00	8,829.00	9,001.00	Monthly
14	CREDENTIALS ANALYST EMPLOYEE RELATIONS ANALYST FOOD SERVICES OPERATIONS SUPERVISOR (until 3/30/25) HUMAN RESOURCES ANALYST RESEARCH ANALYST	7,053.00	7,328.00	7,615.00	7,916.00	8,228.00	8,550.00	8,718.00	8,890.00	9,067.00	9,244.00	Monthly
15		7,239.00	7,520.00	7,816.00	8,125.00	8,446.00	8,774.00	8,947.00	9,125.00	9,305.00	9,487.00	Monthly
16		7,423.00	7,712.00	8,016.00	8,333.00	8,663.00	9,001.00	9,176.00	9,359.00	9,542.00	9,732.00	Monthly
17	TRANSPORTATION SUPERVISOR	7,619.00	7,920.00	8,233.00	8,555.00	8,893.00	9,244.00	9,426.00	9,612.00	9,801.00	9,994.00	Monthly
18	* EDUCATION TECHNOLOGY SUPERVISOR	7,819.00	8,129.00	8,449.00	8,780.00	9,130.00	9,487.00	9,677.00	9,866.00	10,059.00	10,258.00	Monthly

ANAHEIM UNION HIGH SCHOOL DISTRICT
MANAGEMENT
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 3/7/24 - Revised 3/6/25

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
19	FOOD SERVICES OPERATIONS SUPERVISOR (as of 4/1/25)	8,017.00	8,336.00	8,665.00	9,005.00	9,363.00	9,732.00	9,925.00	10,118.00	10,317.00	10,521.00	Monthly
20	OPERATIONS MANAGER PAYROLL MANAGER	8,158.00	8,483.00	8,820.00	9,171.00	9,537.00	9,916.00	10,112.00	10,313.00	10,515.00	10,726.00	Monthly
21	ACCOUNTING MANAGER BUDGET MANAGER OCCUPATIONAL THERAPIST PROJECT MANAGER - FACILITIES & PLANNING SUPERVISING HR ANALYST	8,299.00	8,632.00	8,977.00	9,333.00	9,709.00	10,098.00	10,300.00	10,506.00	10,716.00	10,930.00	Monthly
22	ENERGY MANAGER *MAINTENANCE MANAGER	8,446.00	8,784.00	9,135.00	9,497.00	9,879.00	10,274.00	10,480.00	10,691.00	10,905.00	11,122.00	Monthly
24		8,737.00	9,087.00	9,450.00	9,828.00	10,220.00	10,631.00	10,844.00	11,060.00	11,283.00	11,506.00	Monthly
25	*ASSISTANT DIRECTOR - FOOD SERVICES (until 3/30/25)	8,891.00	9,248.00	9,617.00	10,002.00	10,401.00	10,817.00	11,033.00	11,255.00	11,481.00	11,709.00	Monthly
26	ASSISTANT DIRECTOR - MAINT & OPERATIONS NETWORK & PROGRAM MANAGER	9,043.00	9,407.00	9,782.00	10,174.00	10,582.00	11,003.00	11,223.00	11,447.00	11,679.00	11,911.00	Monthly
30	*ASSISTANT DIRECTOR - FOOD SERVICES (as of 4/1/25)	9,685.00	10,075.00	10,477.00	10,897.00	11,333.00	11,784.00	12,020.00	1,228.00	12,508.00	12,757.00	Monthly

Each longevity step stands on its own and is not cumulative nor compounded. Longevity:
2% plus $646 after ten (10) years of service with AUHSD
4% plus $1,922 additional after fifteen (15) years of service with AUHSD
7% plus $3,538 additional after twenty (20) years of service with AUHSD
10% plus $4,615 additional after twenty-five (25) years of service with AUHSD
12% plus $4,615 additional after thirty (30) years of service with AUHSD

Mileage Allowance:
$198/month: Community Schools Manager, FACE Manager, District & Community Use Manager, Food Services Operations Supervisor, Asst. Director of Food Services (eff. 10/1/23)

* Overtime Exempt
** Ten Month Employees

ANAHEIM UNION HIGH SCHOOL DISTRICT
NON CLASSIFIED EMPLOYEES
2024/2025 SALARY SCHEDULE
Effective 7/1/24 - BOT Approved on 3/6/25

EXHIBIT EEE

	Position Title	SALARY	
	INTERN - GENERAL (CLASSIFIED) PSYCHOLOGY INTERN STUDENT WORKER (eff. 1/1/25) TUTOR - AVID TUTOR - CAREER PATHWAYS TUTOR - LAEP TUTOR - GENERAL WORKABILITY STUDENT (eff. 1/1/25)	16.50	HOURLY
	SUBSTITUTE INSTRUCTIONAL ASSISTANT/BABYSITTER	17.35	HOURLY
	CUSTODIAN (RESTRICTED)	23.43	HOURLY

Human Resources Division, Certificated Personnel

1. Resignations/Retirements, effective as noted:

Mauga, Alexis	4/4/24

2. Employment:

A. Teacher(s)/Probationary:

		Column	Step
Esquivel, Luz	8/5/24	03	02
Luong, Tiffany	2/26/25	03	03

B. Day-to-Day Substitute Teacher(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Arcadipane, Trevor	2/6/25
Calderon, Keren	2/6/25
Higbee, Jonathan	2/19/25
Lopez, Isaac	2/14/25
Maldonado, Giovanni	2/13/25
Masangkay, Michael	2/20/25
Rulison, Jonathan	2/5/25
Tuttle, Jordan	2/20/25
Ulibarri, Grace	2/24/25

C. Administrator Salary Placements, effective as noted:

		Range	Step
Abramovitz, Jonathan	12/03/24	18	06
Lorigo, Daniel	2/11/25	18	05

D. Administrator Salary Placements/Temporary, effective as noted:

		Range	Step
Gama, Rosalba	2/27/25	18	06
Kim, Victoria	2/12/25	31	01
Schilling, Jessica	2/25/25	31	01
Torres - Miranda, Karen	2/27/25	18	01

E. Administrator Substitute, on an if and as needed basis, at the noted authorized salary per day, effective as noted:

Partida, Elizabeth	3/3/25
Social Worker	

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 2024-25, effective as noted: (General Funds)

Jurado, Uriel	1/7/25
Shueh, Dolly	8/5/25

B. CTC Teacher Residency Mentor Stipend, to be paid to the following individuals to serve as Mentor Teachers during the spring semester of the 2024-2025 school year in the total amount not to exceed $1,000 per student-teacher. The stipend to be paid upon completion of the assignment in May 2025. (CTC Residency Grant Funds)

Navarro, Julie
Yett, Jessica

C. Education Technology Coach Stipend, for the 2024-2025 year, for the following individuals, to be paid one time and not to exceed the total amount $1,000 per person. (Educator Effectiveness Funds)

Atkinson, Dorothy (Laurel)

D. Lead Teacher Stipends, for Cambridge Virtual Academy, to be paid for the 2024-25 school year to the following individual(s) in an amount not to exceed $4,064 per person: (General Fund)

Solorzano, Raymond
Spencer, Kasey

E. Profiles in Collective Leadership Grant Stipend, for the following individuals for the dates March 14, 2025, through May 23, 2025, to be paid in two installments. The stipends listed were determined per each individual educator's contributions and completion of grant related activities. (Carnegie Grant funds).

Sherman, Tyler	$5,000
Solorzano, Raymond	$5,000

F. Robotics Coach Stipend, for the following individual(s), for the 2024-25 school year, in the total amount not to exceed $2,000, effective August 7, 2024. (Site Funds)

Alonso, Francisco
Pena, Angel

G. National Board for Professional Teaching Standards Stipend (NBPTS), to the following individual(s) for an earned National Board Certification stipend, effective as noted: (NBPTS Funds)

Eng, David

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
Jaime, Karina	03	09	04	09	1/6/25
Mikuni, Michael	03	10	04	10	1/6/25

5. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Balderas, Sergio	1/20/25
Bresyn, Charlotte	2/11/25
Cabrera Aguilar, Adilene	1/10/25
Davis, Kari	2/6/25
Espinosa, Marina	1/31/25
Han, Brian	1/31/25
Heiman, Joseph	1/10/24
Henderson, Leah	12/19/24
Hernandez, Wendolin	1/30/25
Kelly, Omar	2/12/25
Kim, Joanne	12/16/24
Lee, Min Chul	2/13/25
Lytle, Brent	12/27/24
Ma, Sydney	1/31/25
Montoy, Sergio	12/20/24
Narciso, Danielle	12/20/24
Nguyen, Thien-Dinh	2/11/25
Osburn-Corcoran, Allison	2/5/25
Revuelta, Elena	1/6/25
Rivera, Eugenee	1/30/25
Sahagian, Alec	2/6/25
Tran, Kevin	1/16/25
Trinh, Adams	12/21/24
Wozniak, Brett	1/22/25
Young, Vicki	12/30/24

6. Extra Service Assignments, employment effective as noted:

Classified:

	Salary	Term	Effective
Anaheim			
Flude, Daniel Waterpolo	$4,162	Season	1/27/25
Cypress			
Nering, Sawyer Swim	$4,162	Season	1/27/25
Paul, James Tennis	$4,162	Season	1/27/25
Kennedy			
Olson, Ryan Golf	$4,693.50	Season	1/27/25
Reynes, Mary Volleyball	$2,081	Season	1/27/25

Loara			
Etcheberry, Zac Baseball	$4,162	Season	1/27/25
Smith, David Baseball	$4,162	Season	1/27/25
Tran, Duythien Volleyball	$5,745	Season	1/27/25
Vatcharasumphun, Siriporn Badminton	$4,162	Season	1/27/25
Orangeview			
Key, Martha	$7,77.50	2nd Semester	1/6/25
Oxford			
Aguilar, Joshue Soccer	$3,089	3rd Quarter	1/6/25
Ngo, Katelyn Swim	$4,162	Season	1/27/25
Vu, Genevieve Swim	$4,162	Season	1/27/25
Zagal, Daniel Basketball	$3,089	3rd Quarter	1/6/25
Savanna			
Harmadi, Christopher Baseball	$4,162	Season	1/27/25
Terrazaz, Isaiah Baseball	$4,162	Season	1/27/25
Western			
Muro, Emily Softball	$4,162	Season	1/27/25

Human Resources Division, Classified Personnel

1. **Retirements/Resignations/Terminations, effective as noted:**

	Location:	**Effective**
Cisneros, Lenore Instructional Assistant – Deaf/Hard of Hearing	Katella High School	02/06/2025
Ibarra, Erika Campus Safety Aide	Ball Jr. High School	02/04/2025
McGee, Ladrena Instructional Assistant – Behavioral Support	Lexington Jr. High School	02/03/2025
Ramirez, Yeneyev Sr. Administrative Assistant – School Support	Hope School	02/20/2025
Solano Arellano, Leticia Food Services Assistant 1	South Jr. High School	02/17/2025
Valencia, Martha Food Services Assistant I	Food Services Department	03/10/2025
Zaragoza, Maria Instructional Assistant – Bilingual (Spanish)	South Jr. High School	02/19/2025

2. **Employment, effective as noted:**

	Range/Step:	**Effective:**
Permanent Employees:		
Castro, Edith Food Services Assistant 1	41/04	02/11/2025
Garcia, Jennifer Instructional Assistant – Behavioral Support	51/01	02/04/2025
Gutierrez, Mariela Food Services Assistant 1	41/04	02/24/2025
Law, Lydia Instructional Assistant – Specialized Academic Instruction	43/10	02/07/2025
Madrigal-Saldivar, Mario Instructional Assistant – Behavioral Support	51/01	02/19/2025
Nava, Javier Instructional Assistant – Behavioral Support	51/04	02/07/2025
Navarro Lopez, Kathy Food Services Assistant 1	41/04	02/04/2025

Tercero, Josephine Payroll Manager	20/05	02/18/2025
Zaragoza, Maria Instructional Assistant – Bilingual (Spanish)	47/01	02/11/2025

Promotions:

Ellens, Clifton Instructional Assistant – Behavioral Support	51/07	02/19/2025

Substitute Employees:

Bramlett, Rebecca Substitute Babysitter	43/01	02/20/2025
Catalan Villanueva, Everardo Substitute Custodian	48/01	02/20/2025
Chaires Samantha Substitute Language Testing Assistant	51/01	02/20/2025
Dwinell, Ethan Substitute Arts Assistant 2	60/10	02/21/2025
Galaz Hernandez, Joseline Substitute Office Assistant	43/01	02/11/2025
Galaz Hernandez, Joseline Substitute Office Assistant (Bilingual)	47/01	02/11/2025
Galaz Hernandez, Joseline Substitute Secretary	51/01	02/11/2025
Galaz Hernandez, Joseline Substitute Secretary (Bilingual)	53/01	02/11/2025
Gomez, Gustavo Jr. Substitute Office Assistant (Bilingual)	47/01	02/10/2025
Gomez, Gustavo Jr. Substitute Secretary (Bilingual)	53/01	02/10/2025
Gonzalez-Zuniga, Fernando Substitute Language Testing Assistant	51/01	02/13/2025
Hernandez, Andrea Substitute Instructional Assistant – Adult Transition	51/01	02/06/2025

Hernandez, Andrea Substitute Instructional Assistant – Behavioral Support	51/01	02/06/2025
Hernandez, Andrea Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	02/06/2025
Hernandez, Andrea Substitute Instructional Assistant – Specialized Academic Instruction	43/01	02/06/2025
Hutson, Sean Substitute Campus Safety Aide	43/03	02/20/2025
Kraus, David Substitute Arts Assistant 2	60/10	02/11/2025
Lopez, Bernice Substitute Arts Assistant 2	60/10	02/05/2025
Macias-Balderas, Gisela Tutor	$16.50/Hr.	02/20/2025
Madrigal, Francisco Substitute Arts Assistant 2	60/10	02/05/2025
Martinez, Jose Substitute Bus Driver	55/03	02/20/2025
Martinez, Kacie Substitute Arts Assistant 2	60/10	02/11/2025
Melendez, Paloma Substitute Arts Assistant 2	06/10	02/05/2025
Ocampo, Maria Substitute Office Assistant	43/01	02/05/2025
Ocampo, Maria Substitute Office Assistant (Bilingual)	47/01	02/05/2025
Ocampo, Maria Substitute Office Secretary	51/01	02/05/2025
Ocampo, Maria Substitute Secretary (Bilingual)	43/01	02/05/2025
Ohmar, Alexis Substitute Arts Assistant 2	60/10	02/05/2025

Pedro, Nina Substitute Instructional Assistant – Adult Transition	51/01	02/13/2025
Pedro, Nina Substitute Instructional Assistant – Behavioral Support	51/01	02/13/2025
Pedro, Nina Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	02/13/2025
Pedro, Nina Substitute Instructional Assistant – Specialized Academic Instruction	43/01	02/13/2025
Prudente, Michelle AVID Tutor	$16.50/Hr.	02/20/2025
Rivera, Veronica Substitute Office Assistant	43/01	02/07/2025
Rivera, Veronica Substitute Office Assistant (Bilingual)	47/01	02/07/2025
Rivera, Veronica Substitute Office Secretary	51/01	02/07/2025
Rivera, Veronica Substitute Secretary (Bilingual)	53/01	02/07/2025
Ruano Charles, Lizbeth Substitute Office Assistant	43/01	02/20/2025
Ruano Charles, Lizbeth Substitute Office Assistant (Bilingual)	47/01	02/20/2025
Ruano Charles, Lizbeth Substitute Office Secretary	51/01	02/20/2025
Ruano Charles, Lizbeth Substitute Secretary (Bilingual)	53/01	02/20/2025
Sanjurjo, Paris Substitute Arts Assistant 2	60/10	02/20/2025
Santana, Crystal Substitute Arts Assistant 2	60/10	02/20/2025
Solano Arellano, Leticia Substitute Instructional Assistant – Adult Transition	51/01	02/18/2025

Solano Arellano, Leticia Substitute Instructional Assistant – Behavioral Support	51/01	02/18/2025
Solano Arellano, Leticia Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	02/18/2025
Solano Arellano, Leticia Substitute Instructional Assistant – Specialized Academic Instruction	43/01	02/18/2025
Song, Kyong Substitute Instructional Assistant – Adult Transition	51/01	02/12/2025
Song, Kyong Substitute Instructional Assistant – Behavioral Support	51/01	02/12/2025
Song, Kyong Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	02/12/2025
Song, Kyong Substitute Instructional Assistant – Specialized Academic Instruction	43/01	02/12/2025
Tran, David AVID Tutor	$16.50/Hr.	02/04/2025

3. **Workability, current minimum wage or stipend of $256 effective as noted:**
(Workability Grant Funds)

	Effective
Calvillo, Evelyn	02/12/2025
Davalos, Andrew	02/18/2025
Hernandez, Alexander	03/03/2025
Juarez, Isaiah	02/18/2025
Oshiro, Nolan	02/16/2025
Salas, Alana	02/05/2025
Vazquez Lopez, Giovanni	02/06/2025
Velazquez, Damian	02/19/2025

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, February 13, 2025

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 3:33 p.m.

Present: Brian O'Neal, president; Jessica Guerrero, clerk; Annemarie Randle-Trejo, assistant clerk; Ron Hoshi, member; Michael B. Matsuda, superintendent; Brad Jackson and Nancy Nien, Ph.D., assistant superintendents; and Robert Saldivar, executive director.

Absent: Katherine H. Smith, member, Jaron Fried, Ed.D., assistant superintendent, and Karl H. Widell, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Pages 12 and 13 of the agenda, item 12.15, remove the last sentence under Background Information
- Page 19 of the agenda, item 12.29, change item from Information to Action Item
- Page 22 of the agenda, item 13.10, change date of the AUHSD Black History Month Celebration to February 28, 2025
- Exhibit N, replace exhibit to show complete resolution
- Exhibit S, replace exhibit to update language and expenditures

On the motion of Trustee Hoshi, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the amended agenda. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 3:35 p.m.

Trustee Smith entered closed session at 3:38 p.m.

Trustee Smith exited closed session at 5:32 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 6:02 p.m.

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

Student Representative to the Board of Trustees Erin Baek 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 Guerrero reported the following actions taken during closed session.

5.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.

5.3.2 The Board of Trustees, by a vote of 5-0, approved the settlement agreements in Orange County Superior Court Case Nos. 30-2022-01299219-CU-PO-NJC, 30-2022-01292985-CU-PO-CJC, and 30-2022-01289723-CU-PO-CJC.

5.3.3 No reportable action taken regarding negotiations.

5.3.4 No reportable action taken regarding personnel.

5.3.5 No reportable action taken regarding personnel.

5.3.6 The Board of Trustees unanimously voted to suspend, without pay for 7 days, employee HR-2024-25-07.

6. RECOGNITION

Donations

The Board of Trustees recognized the following businesses for the generous donations to the District.

Don Krotee	$6,000	AUHSD, District Office Facilities
Farmers & Merchant Bank	$10,000	AUHSD, AIME Program

7. ITEMS OF BUSINESS

EDUCATIONAL SERVICES

7.1 ***Naming of Facility, Alden Esping***

Background Information:
Board Policy, 5201 Naming of Facility, was adopted on April 14, 2011, by the Board of Trustees, to develop procedures for the naming of facilities to honor individuals in the District. As per the Board of Trustees' request, an ad hoc committee was formed to review

the proposals and to make policy recommendations to the superintendent for Board consideration.

Current Consideration:
The Board of Trustees was requested to approve the request to rename the auditorium at Ball Junior High School after Alden Esping. Mr. Esping was a teacher and activities director at Ball Junior High School beginning in 1965 through 1990. He completed his career serving as a teacher and activities director at Loara High School. His work was recognized throughout the State of California, being inducted into the California Association of Directors of Activities (CADA) Hall of Fame, in addition to being recognized as the Orange County teacher of the Year award in 1980. Additionally, as a result of the direct impact Mr. Esping had on his students and community, he was also given the Warren E. Shull Award and the Jack Moore Award. Mr. Esping's service went well beyond the school as he established CADA Leadership Camps and worked closely with the local YMCA to host summer camps for local students in Catalina and in San Bernardino mountains. The District's ad hoc committee evaluated the request, developed a report, and made a recommendation to the Board for their consideration.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Hoshi, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the renaming of the facility.

PUBLIC COMMENT

Paul Chylinski, lead activities director, highlighted the positive impact Mr. Esping has had on students throughout his career with the District. He also described the educational trips Mr. Esping organized for students, many of which formed long lasting friendships. Lastly, he shared a few of Mr. Esping's professional achievements, including the Orange County Teacher of the Year award.

12.11 ***Resolution No. 2024/25-E-19, National Athletic Training Month***

Background Information:
Since 1950, an organization known as the National Athletic Trainers' Association (NATA) has advocated for setting a standard for professionalism, education, certification, research, and practice settings nationwide. Since its inception, NATA has been a driving force behind the recognition of the athletic training profession. March has been designated as National Athletic Training Month.

Certified athletic trainers employed by the District are nationally certified and dedicated to providing professional health care for our student-athletes. The athletic healthcare services provided by certified athletic trainers include the education, prevention, recognition, evaluation, treatment, as well as rehabilitation of athletic injuries and illness. The District continues to be recognized as a leader in sports-related concussion management for high school athletes. Our athletic trainers work collaboratively with parents, school staff, and community medical providers to promote safe participation for over 23,000 student-athletes each year.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-19 recognizing March as National Athletic Training Month. The adoption of this resolution provides an

opportunity to inform parents, guardians, and the community of the efforts that the District is making in the involvement of protecting our youth.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2024/25-E-19. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

8. REPORTS

8.1 ***Student Representative's Report***

Student Representative to the Board Erin Baek reported on Districtwide events, such as Open Houses at various school sites, Servathon, Sycamore and South junior high schools' campus life visit to Anaheim High School, Cypress High School's Visioning Day, Dedication Ceremony of the John Dahlem Wresting Room at Loara High School, as well as many more.

8.2 ***Student Speakers***

There were no requests to speak.

8.3 ***Reports of Associations***

James Goran, ASTA vice president, provided updates on the Western High School and Orangeview Junior High School consolidation plans. He introduced, Sean Fleshman and Wendy Criner, who shared teachers' hopes and needs for a successful consolidation. Additionally, a shout out was given to Trustee Hoshi for his involvement in the informational meetings.

Lacie Mounger, APGA co-president, highlighted National School Counseling Week, emphasizing the dedication and impact of school counselors. She gave a shout out to President O'Neal for joining the all counselor professional development meeting, where Michael Seltzer was recognized as AUHSD Counselor of the Year, as well as Trustee Hoshi for personally visiting counselors to show his appreciation. She also reported that the Free Application for Federal Student Aid completion rate is higher this year in comparison to last year, thanks to the guidance counselors provide to seniors.

Jennifer Sasai, ALTA president, reported on Districtwide events like the LCAP meetings, Open House events, campus tours, CIF playoffs, Brookhurst Junior High School Band students' Disneyland trip, as well as Visioning Day at Cypress High School.

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

Laura Allen, PTSA president, shared and invited the Board to upcoming events such as PTSA Founder's Day Celebration on February 19, PTSA Administrator's Dinner on March 26, and PTSA's Honorary Service Awards on April 23.

9. **PRESENTATIONS**

9.1 ***LCAP Mid-Year Update for 2024-25***

Background Information:
Senate Bill (SB) 114 amended Education Code 52062 (6)(A) to require school districts to present a mid-year update to the 2024-25 Local Control and Accountability Plan (LCAP) and budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the school district. This information item addressed the following requirements of Education Code 52062 (6)(A):

1. Report all available midyear outcome data related to metrics identified in the current year's local control and accountability plan.

2. Report all available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Current Consideration:
District staff presented the LCAP Mid-Year update 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 information.

PUBLIC COMMENT

Shanin Ziemer, community member, expressed gratitude to the District and the Board for their support of arts education. She explained how the arts helps shape the lives of students and teaches them skills that they can utilize as they grow. In addition, she highlighted the Student Arts Counsel and the importance of student voice.

9.2 ***Strategic Arts Plan***

Background Information:
The District has long recognized the value of arts education in fostering creativity, developing transferable skills, as well as preparing students for success in college, career, and life. The District's Strategic Arts Plan, developed collaboratively with nearly 50 stakeholders, reflects the District's commitment to ensuring equitable access to high-quality arts programs across all campuses. This bold plan is aligned with the District's mission and emphasizes the integration of arts into the Career Preparedness Systems Framework (CPSF) to enhance student engagement and outcomes.

Current Consideration:
The Board of Trustees received a State of the Arts report on the current state and future vision for arts education in the District. Mr. Brian Belski provided an overview of the Strategic Arts Plan, including key focus areas. Updates on recent achievements, including the hiring of Arts Curriculum Specialists, the launch of Districtwide arts events, and plans for the upcoming Youth Arts Council, was highlighted.

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 information.

10. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

Speakers commented on items 7.1 Naming of Facility, Alden Esping and 9.2. Strategic Arts Plan.

11. **SUPERINTENDENT AND STAFF REPORT**

There was no report.

12. **ITEMS OF BUSINESS**

EDUCATIONAL SERVICES

12.1 ***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:

12.1.1 Med Ed Connect, Cypress High School
12.1.2 Athletes' Academic Aid, Kennedy High School
12.1.3 Dessert Club, Kennedy High School
12.1.4 Badminton Club, Magnolia High School
12.1.5 Theatre Club, Savanna High School
12.1.6 American Red Cross, Western 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

12.2 ***Resolution No. 2024/25-B-11, Emergency Resolution for Gas Line Repair at Cypress High School***

Background Information:
On December 18, 2024, Southern California Gas Company ("So Cal Gas") was performing a routine meter inspection at Cypress High School when they detected an odor of gas. Upon further inspection with leak detection equipment, So Cal Gas determined that there was a

compromise in the gas pipes at the school site. Thereafter on December 18, 2024, So Cal Gas turned off the gas and the District's Maintenance and Operations staff went to the school site and obtained a quote and approved the proposal from Clean-Out Kings for $72,800 to determine the location of the gas leak. Clean-Out Kings excavated around 40 feet through concrete to expose the gas pipes and on December 19, 2024, determined that the leak was between the girl's locker room and the 300 Building (Room 302). On December 19, 2024, to ensure a safe and healthy school site for teachers, staff and students, District staff determined that an emergency existed prompting immediate action to repair the leaking gas pipes by Clean-Out Kings. On December 20, 2024, at 8:30 a.m., Clean-Out Kings started the repair and determined that defective mechanical fittings on the underground gas pipes resulted in gas escaping underground. The fittings were removed and new gas pipes, fittings and valves were installed underground at the location of the gas leak. Clean-Out Kings repaired the gas pipes during the school holiday closure, at a cost of $87,200. During the repair of the gas pipes the area affected was not accessible, and on January 7, 2025, the emergency repair of the gas pipes was satisfactorily completed by Clean-Out Kings and So Cal Gas certified satisfactory completion of the repair on January 8, 2025. The total cost for all services performed by Clean-Out Kings is $160,000.

Current Consideration:
Public Contract Code Section 20113 provides that in an emergency when any repairs, alterations, work or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the Board may, by unanimous vote, with the approval of the County Superintendent of Schools, make a contract in writing or otherwise on behalf of the District for the performance of labor and furnishing of materials or supplies without advertising for or inviting bids.

Budget Implication:
The total expenditure is $160,000. (Routine Restricted Maintenance Fund)

Action:
On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2024/25-B-11. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.3 ***Resolution No. 2024/25-B-12, Establish the Building Fund No. 2128 for "SERIES 2025 BONDS"***

Background Information:
The Building Fund exists primarily to account separately for the proceeds from the sale of bonds (Education Code Section 15146). Expenditures from the Building Fund include projects approved by the Measure K election statement.

Current Consideration:
This resolution will create the Building Fund, which will provide the District a method of segregating funds for the first issuance of Measure K bonds. This will be subfund number 2128.

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. 2024/25-B-12. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.4 ***Resolution No. 2024/25-E-12, Career and Technical Education Month***

Background Information:
The month of February has been designated as Career and Technical Education Month by the Association for Career and Technical Education. Career and technical education provides Americans with a school-to-career connection and it is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry, as well as contributes to America's leadership in the international marketplace.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-12 for Career and Technical Education Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to promote career and technical education.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2024/25-E-12. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.5 ***Resolution No. 2024/25-E-13, National Parent/Teacher Association Founders Day***

Background Information:
National Parent/Teacher Association Founders Day honors the dedication of the Parent/Teacher Association (PTA), which was established more than a century ago.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-13 for National Parent/Teacher Association Founders Day. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support parent involvement, as well as working on behalf of all children and families.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2024/25-E-13. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.6 ***Resolution No. 2024/25-E-14, Black History Month***

Background Information:
Black History Month in February celebrates the contributions that African Americans have made to American history in their struggles for freedom and equality, as well as deepens our understanding of our nation's history.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-14 for Black History Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is taking to honor the many achievements and contributions made by African Americans to our economic, cultural, spiritual, and political development.

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. 2024/25-E-14. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.7 ***Resolution No. 2024/25-E-15, Read Across America 2025***

Background Information:
In 1997, an organization known as the National Education Association (NEA) advocated for a special day to celebrate reading throughout the United States. The first Read Across America Day was held on March 2, 1998. This nationwide observance coincides with the birthday of Dr. Seuss, who is known for writing children's books. The United States, particularly students, parents, and teachers, join forces on Read Across America Day, annually held on March 2.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-15 for Read Across America 2025. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support community involvement in the education of our youth.

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. 2024/25-E-15. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.8 ***Resolution No. 2024/25-E-16, Preserve Music in our Schools Month***

Background Information:
The month of March has been designated as Preserve Music in our School Month. For at least the past two decades, the U.S. House of Representatives has passed annual concurrent resolutions stating the importance of music education for all children in America's schools.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-16 for Preserve Music in our Schools Month. The adoption of the resolution recognizes that music education is an important component of a well-rounded academic curriculum. The skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, create, communicate, as well as work cooperatively, are vital for success in the 21st century workplace.

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. 2024/25-E-16. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.9 ***Resolution No. 2024/25-E-17, Arts Education Month***

Background Information:
Arts education in California is mandated for pupils in grades one through twelve, inclusive by Sections 51210 and 51220 of the Education Code to provide that the adopted course of study shall include instruction in visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts. This is aimed at the development of aesthetic appreciation and the skills of creative expression. Governors and mayors throughout the United States issue proclamations declaring March as Arts Education Month.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-17 for Arts Education Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support Arts Education Month for the month of March.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Guerrero and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2024/25-E-17, as amended prior to the adoption of the agenda. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.10 ***Resolution No. 2024/25-E-18, Women's History Month***

Background Information:
Women's History Month had its origins as a national celebration, in 1981, when Congress passed Public Law 97-28, which authorized and requested the President to proclaim the week, beginning March 7, 1982, as Women's History Week. Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as Women's History Week. In 1987, after being petitioned by the National Women's History Project, Congress passed Public Law 100-9, which designated the month of March, as Women's History Month. Since 1995, Presidents Clinton, Bush, and Obama have issued a series of annual proclamations designating the month of March as Women's History Month.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-18 for Women's History Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is making to support Women's History Month.

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. 2024/25-E-18. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

12.11 This item was moved forward in the agenda.

BUSINESS SERVICES

12.12 ***New Board Policy 1230, School-Connected Organizations, Second Reading***

Background Information:
Education Code 51521 states "No person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any public school or the student body of any public school, unless such person obtains the prior written approval of the governing board of the school district."

Current Consideration:
Establishing Board Policy 1230 and the accompanying administrative regulations will allow the Board to fulfill its legal and fiduciary responsibility to manage District operations regarding school-connected organizations.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees reviewed and approved Board Policy 1230, School-Connected Organizations.

12.13 ***Ratification Lease-Leaseback Agreement, Neff Construction, Inc., Cook Auditorium Theatrical Rigging Upgrade–RFP #2024-14***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for the Cook Auditorium Theatrical Rigging Upgrade. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to the school district for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, as well as requires that title to the buildings and improvements vest in the District at the expiration of that term.

Current Consideration:
The District issued RFP #2024-14 inviting contractors to submit qualifications and proposals to perform the work associated with the subject project, and for preconstruction services. After a review of the submitted qualifications and proposals, as well as interviews of shortlisted firms, staff recommended to the Board of Trustees (Board) the selection of Neff Construction, Inc. as the LLB contractor for this project.

Neff Construction, Inc. competitively bid the subcontractor packages to various companies, and has identified the subcontractors they plan to use on the project. Staff has negotiated the LLB agreement, which includes the guaranteed maximum price (GMP) and contingencies, pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board. The assistant superintendent, Business, under the Board approved delegation of authority, has entered into the LLB agreement with Neff Construction, Inc. The agreement is subject to ratification by the Board.

Budget Implication:
The final LLB agreement, which includes the GMP and associated contingencies will not exceed $5,066,763. The total project cost including District contingencies and allowances will not exceed $5,320,101. (Fund 42, Grant Funds, Measure K Funds, Redevelopment Agency Funds, and/or other funds as appropriate)

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees ratified the LLB agreement with Neff Construction, Inc. for the subject project.

EDUCATIONAL SERVICES

12.14 ***Revised Board Policy 7605, Arts Education, First Reading***

Background Information:
Board Policy 7605, Arts Education, has not been reviewed by the Board of Trustees since it was first adopted in 2009. Since then, the District's Strategic Arts Plan has undergone a comprehensive revision to reflect current goals, state standards, as well as the needs of our students and community. The revisions to Board Policy 7605 align with the updated Strategic Arts Plan and emphasize the importance of equitable access to high-quality arts education.

Current Consideration:
The revised Board Policy 7605 is an integral part of the Strategic Arts Plan, as it establishes the policy foundation for the goals and strategies outlined in the plan. As such, the Board must approve this updated policy prior to or in conjunction with the adoption of the Strategic Arts Plan. These updates highlight equity, sequential curriculum alignment,

professional learning for educators, and the integration of student voice into arts programming. The revised policy incorporates updated language clarifying the role of the Director of Arts Education, supporting the implementation of sequential, standards-based arts curricula, and ensuring the alignment of arts programming with the Career Preparedness Systems Framework (CPSF) and the District's mission and core values.

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 reviewed the revised Board Policy 7605, Arts Education.

12.15 ***Adoption, Arts, Music, and Instructional Materials Block Grant***

Background Information:
The AUHSD Arts, Music, and Instructional Materials Block Grant is aimed at supporting arts and music programs, as well as providing instructional materials that align with educational standards. The purpose is to ensure that all students have access to high-quality resources, engaging curricula, as well as enriching activities that contribute to their academic and social-emotional development. The funds are also intended to support professional development for staff, improvements in school climate, and operational costs, such as retirement and healthcare, with a focus on sustaining programs that enhance the learning environment.

Current Consideration:
The expenditure plan includes operational costs, including but not limited to retirement and health care cost increases, in addition to COVID-19 related costs necessary to keep students and staff safe and schools open for in-person instruction.

Budget Implication:
The District allocation for these funds is $16,365,784. The anticipated end of funds is June 30, 2025.

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees adopted the block grant, as amended prior to the adoption of the agenda.

12.16 ***Memorandum of Understanding (MOU), WestEd and Urban Arts***

Background Information:
WestEd, Urban Arts, and the District would like to collaborate on the "Creative Coders: Middle School Computer Science (CS) Pathways Through Game Design" project. This initiative, funded by a U.S. Department of Education grant, provides a game design-based Intro to Computer Science curriculum developed by Urban Arts. The project focuses on engaging middle school students in computer science through game design using Minecraft Education. WestEd will serve as the independent evaluator for the project, tracking teacher implementation fidelity, and student outcomes.

Current Consideration:
The District will participate in this research-based project to expand computer science opportunities for middle school students. Urban Arts will provide a game design-based

computer science curriculum delivered through the Minecraft Education platform, as well as professional learning support and stipends for teachers implementing the curriculum.

WestEd will collect data to evaluate the program's effectiveness, including teacher and student surveys, interviews, as well as classroom observations, in compliance with Family Educational Rights and Privacy Act (FERPA) and state privacy regulations.

The District will assign teachers to deliver the curriculum and support data collection efforts. Parent opt-out options will be provided for families who do not wish to participate. Services will be provided February 14, 2025, through December 31, 2026.

Budget Implication:
There is no impact to the budget. Teacher stipends will be provided by Urban Arts for up to $3,000 per teacher for professional learning, mentoring, and participation in research activities.

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the MOU.

12.17 ***Proposal, Purchase Through Public Corporation or Agency, BorderLAN, Inc. for Linewize***

Background Information:
The District reviewed solutions to implement a system for reviewing Google content for various types, such as cyberbullying, weapons, self-harm, etc. The existing vendor, Syscloud, exited the market to focus on its core business: data backup and restoration.

Current Consideration:
The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with BorderLAN, Inc. that will allow other agencies, including local districts, to purchase Linewize, a student safety platform. The material and services will be purchased utilizing DGS CMAS contracts 3-23-07-1016, through December 2025, 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 annual cost is not to exceed $65,500, including taxes. (General Fund)

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees approved the proposal.

12.18 ***Agreement, Hydreon Corporation***

Background Information:
The District is committed to fostering innovative educational opportunities that engage students in meaningful, real-world problem-solving while practicing the 5Cs (Collaboration, Communication, Creativity, Critical Thinking, and Character.) Esports has emerged as a dynamic platform to achieve these goals by integrating gaming with academic and social development.

In alignment with this vision, Dale and South junior high schools, along with Magnolia High School, are piloting and leading efforts in the use of this type of virtual platform. This initiative will allow students to interact, collaborate, and design solutions to real-world challenges in a Minecraft-based experience.

Current Consideration:
The District would like to enter into an agreement with Hydreon Corporation to create a customized Minecraft experience tailored to the District's unique needs. The project will allow students to explore the District's community through gameplay while integrating educational and sustainability concepts. Services will be provided February 14, 2025, through June 30, 2025.

Budget Implication:
The total cost of services is not to exceed $25,000. (California Community School Partnership Program Grant Funds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

12.19 ***Agreement, Elevate Learning***

Background Information:
Mr. Kenneth Shelton, the founder of Elevate Education, is a leading voice in educational technology and a strong advocate for equity and inclusion. His expertise aligns with Kennedy High School's goals as the District's AI Pathway school. Mr. Shelton's keynote will serve as a powerful launchpad for subsequent breakout sessions tailored to individual teacher learning needs, allowing for deeper exploration and practical application of AI integration strategies.

Current Consideration:
The District agreed to enter into an agreement with Elevate Learning to provide a professional learning day and keynote speaker for Kennedy High School on January 31, 2025. The day focused on the integration of Artificial Intelligence (AI) across the curriculum.

Budget Implication:
The total costs for these services is not to exceed $5,000. (Site Funds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees ratified the agreement.

12.20 ***Agreement, Scholar System, LLC***

Background Information:
Dr. Victor Rios is MacArthur Foundation Chair and Professor of Sociology at the University of California, Santa Barbara. He received his Ph.D. at the University of California Berkeley in 2005. Professor Rios has worked with local school districts to develop programs and curricula aimed at improving the quality of interactions between authority figures and youths. Using his personal experience, he has developed interventions for marginalized students aimed at promoting personal transformation and civic engagement. These programs have been implemented in Los Angeles, California (Watts); juvenile detention facilities; and alternative high schools. He is also the author of six books.

Current Consideration:
Scholar System, LLC, Dr. Victor Rios, will deliver a two-hour professional learning session on March 14, 2025, for Gilbert High School staff, covering high expectations and academic rigor, as well as tools for fostering student connections and community. Scholar System, LLC will grant schoolwide access to tools and resources, digital books, student empowerment curriculum, quarterly webinars, online training, and a growing library of resources by Dr. Victor Rios, for a period of two years. Services will be provided March 14, 2025.

Budget Implication:
The total costs for these services is not to exceed $18,000. (Social Emotional Learning Site Grant Funds)

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the agreement.

12.21 ***Membership, California School-Based Health Alliance***

The District would like to use Medi-Cal Collaborative funds to purchase a District membership with the California School-Based Health Alliance, securing benefits such as discounted registration for the annual School Health Conference. This year's conference is being held in Anaheim and the District plans to send at least four staff members. The membership will provide a $200 per person registration discount. (Medi-Cal Collaborative Funds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the membership with California School-Based Health Alliance for the 2024-25 year, at an amount not to exceed $500.

HUMAN RESOURCES

12.22 ***Public Hearing, Disclosure of 2024-25 Collective Bargaining Agreement with ASTA***

Background Information:
The Board of Trustees must hold a public hearing to hear comments related to the collective bargaining agreement with the Anaheim Secondary Teachers Association (ASTA) for the 2024-25 year, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California.

Current Consideration:
After the negotiation process with ASTA has concluded, the collective bargaining agreement is presented to the public via a Board of Trustees' meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

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 proposed agreement.

President O'Neal opened the public hearing at 8:20 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 8:20 p.m.

12.23 ***Adoption of the 2024-25 Collective Bargaining Agreement with ASTA***

Background Information:
The District and the Anaheim Secondary Teachers Association (ASTA) has a three-year agreement for the 2022-23, 2023-24, and 2024-25 years. The District and ASTA brought forth proposals to begin the negotiations for the 2024-25 year and negotiations commenced in the fall of 2024. A tentative agreement was reached on December 13, 2024.

Current Consideration:
The tentative agreement is for the year 2024-25. The tentative agreement includes contract language changes.

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 adopted the 2024-25 collective bargaining agreement with ASTA.

12.24 ***Initial Contract Proposal, AUHSD to AFSCME***

Background Information:
In accordance with Board Policy 6500.01, the District's initial contract proposal to AFSCME 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 AFSCME for the 2024-25 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.

12.25 ***Public Hearing, Initial Contract Proposal, AUHSD to AFSCME***

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 AFSCME.

Current Consideration:
The Board must hold a public hearing of the District's initial contract proposal to AFSCME for the 2024-25 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 8:21 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 8:21 p.m.

12.26 ***Initial Contract Proposal, AFSCME to AUHSD***

Background Information:
In accordance with Board Policy 6500.01, the American Federation of State, County and Municipal Employees (AFSCME) 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. AFSCME's initial contract proposal to the District for the 2024-25 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.

12.27 ***Public Hearing, Initial Contract Proposal, AFSCME to AUHSD***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the American Federation of State, County and Municipal Employees (AFSCME) initial contract proposal to the District.

Current Consideration:
The Board must hold a public hearing of AFSCME's initial contract proposal to the District for the 2024-25 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 8:21 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 8:21 p.m.

12.28 ***Public Hearing, Disclosure of Collective Bargaining Agreement with APGA***

Background Information:
The Board of Trustees must hold a public hearing to hear comments related to the collective bargaining agreement with the Anaheim Personnel and Guidance Association (APGA) for the 2024-25 year, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California.

Current Consideration:
After the negotiation process with APGA has concluded, the collective bargaining agreement is presented to the public via a Board of Trustees' meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

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 the public hearing to provide the public an opportunity to speak on the proposed agreement.

President O'Neal opened the public hearing at 8:21 p.m.

There were no requests to speak.

President O'Neal closed the public hearing at 8:21 p.m.

12.29 ***Adoption of the 2024-25 Collective Bargaining Agreement with APGA***

Background Information:
The District and APGA brought forth proposals to begin the reopener negotiations for the 2024-25 year and a tentative agreement was reached. The tentative agreement was ratified by unit members of APGA.

Current Consideration:
The tentative agreement is for the year 2024-25. The tentative agreement includes contract language changes to the evaluation procedure.

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 adopted the 2024-25 collective bargaining agreement with APGA, as amended prior to the adoption of the agenda.

13. **CONSENT CALENDAR**

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 13.1, 13.6, Exhibit II, and 13.7 pulled by Trustee O'Neal. The roll call vote follows.

Ayes: Trustees Hoshi, Randle-Trejo, Guerrero, and O'Neal
Absent: Trustee Smith

BUSINESS SERVICES

13.1 ***Award of Bids, E-Rate 28***

Background Information:
The Schools and Libraries Program of the Universal Service Fund, commonly known as E-Rate, is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and libraries in the United States to obtain affordable digital services, equipment, software, and internet access.

The process to utilize competitive request for proposals (RFPs) was approved by the Board of Trustees on September 12, 2024, and staff proceeded with the bidding process.

Current Consideration:
As a result of the bidding process, the following RFPs will be awarded to the lowest responsible and responsive bidders per Resolution No. 2024/25-E-08, pursuant to Public Contract Code (PCC) 20118.2.

Award of Bids

Bid#	Service	Award	Amount
2025-04	Network Equipment	Sehi Computer Products, Inc.	$217,746
2025-05	Firewall	BorderLAN, Inc.	$465,494
2025-06	Data Lines	Charter Communications Operating, LLC	$799,656

Budget Implication:
Under the Federal E-Rate program, USAC will directly subsidize the cost of the material, equipment, and services being awarded. The District will qualify for a reduction in cost based on the District's percent of students that qualify for Alternate Income Form.

Bid#	E-Rate	General Fund
2025-04	$185,084	$32,662
2025-05	$209,311	$256,183
2025-06	$719,690	$79,966

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees awarded Bid Nos. 2025-04, 2025-05, and 2025-06, pursuant to PCC 20118.2 as listed.

13.2 ***Ratification of Change Orders***

RFP #2022-28, Western High School Athletic Field Improvements	P.O. #S64A0265
Byrom-Davey, Construction, Inc.	
Original Contract	$11,415,455
Change Order #1	$322,603.90
New Contract Value	$11,738,058.90

RFP #2022-28, Various Marquees and District Office Security Fencing	P.O. #T64A0195
Byrom-Davey, Construction, Inc.	
Original Contract	$4,851,439
Change Order #1	$32,678.78
New Contract Value	$4,884,117.78

Action:
The Board of Trustees ratified the change orders as listed above.

13.3 ***Notices of Completion***

RFP #2022-28, Western High School Athletic Field Improvements	P.O. #S64A0265
Byrom-Davey, Construction, Inc.	
Original Contract	$11,415,455
Contract Changes	$322,603.90
Total Amount Paid	$11,738,058.90

RFP #2022-28, Various Marquees and District Office Security Fencing	P.O. #T64A0195
Byrom-Davey, Construction, Inc.	
Original Contract	$4,851,439
Contract Changes	$32,678.78
Total Amount Paid	$4,884,117.78

Action:
The Board of Trustees authorized the assistant superintendent, Business to accept the two agreements under RFP #2022-28, as complete, and authorized the filing of the notices of completion with the Office of the County Recorder.

13.4 ***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.

13.5 ***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.

On the motion of Trustee Guerrero and duly seconded, the Board of Trustees ratified items 13.6, Exhibit II, and 13.7, with the following vote.

Ayes: Trustees Hoshi, Randle-Trejo, and Guerrero
Abstain: Trustee O'Neal
Absent: Trustee Smith

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

Action:
The Board of Trustees ratified the reports January 6, 2025, through February 2, 2025.

13.7 ***Check Register/Warrants Report***

Action:
The Board of Trustees ratified the report January 6, 2025, through February 2, 2025.

13.8 **SUPPLEMENTAL INFORMATION**

13.8.1 ASB Fund, November 2024

13.8.2 Cafeteria Fund, November 2024

13.8.3 Enrollment, Month 6

EDUCATIONAL SERVICES

13.9 ***Memorandum of Understanding (MOU), CSU Fullerton Auxilliary Services Corporation***

Background Information:
Established in 1999 by the Ford and W.K. Kellogg Foundations, National Council for Community and Education Partnerships (NCCEP) founding mandate was to strengthen the pathway to college for underserved students through systemic partnerships between K-12 districts, colleges and universities, businesses and employers, community-based organizations, as well as government at all levels.

NCCEPs founding coincided with the creation of the federally-funded Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program, and NCCEP began working with the U.S. Department of Education to provide professional development for the GEAR UP community. Since then, the program has flourished nationally, and our professional development events have grown from a few hundred participants to over 3,000 people per year. The District has been fortunate enough to be a participating district in GEAR UP for the past 25 years through California State University, Fullerton (CSUF).

Current Consideration:
Through CSUF, GEAR UP is in the process of submitting an application for a future GEAR UP grant with the District. The requirements of this new grant expect the local university, a community partner and a school district to formalize their partnership and commitment to the GEAR UP expectations in a MOU. This MOU would allow GEAR UP to apply for the grant. Services will be provided February 1, 2025, through August 31, 2032. At the request of CSUF and to allow grant application submission, this MOU was signed prior to Board approval.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the MOU.

13.10 ***Agreement, FlyPoet Entertainment***

Background Information:
The 5th AUHSD Black History Month Celebration will be held February 28, 2025, 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 are performances by Fly Poet Entertainment, the Magnolia Urban African Dancers, and Thee After Agency.

Spoken Word is poetry explicitly written to be performed on-stage, rather than read from the page. As an art form, it focuses on the aesthetics of wordplay, intonation, and voice inflection. Spoken word is a powerful, high-energy, form of cultural expression that has strong ties to storytelling, modern poetry, post-modern performance, and monologue theatre. An interpretive painter will also be a part of this performance creating a work of art live on-stage.

Current Consideration:
Flypoet Entertainment is providing a spoken word artist and interpretive painter that will perform at the 5th Annual AUHSD Black History Month Celebration. Services will be provided February 14, 2025, through March 30, 2025.

Budget Implication:
The total costs for these services are not to exceed $2,800. (General Fund and/or Innovation Funds)

Action:
The Board of Trustees approved the agreement, as amended prior to the adoption the agenda.

13.11 ***Agreement, Real Inspiration, Inc.***

Background Information:
Keith Hawkins from Real Inspiration, Inc. is an international speaker who conducts programs for over 400,000 students, parents, educators, leaders, and businesses annually. Keith is the co-author of *Teen Power and Go out and Make a Difference*. He is also featured in a national communication book called *Between One and Many*, and he spoke at the United Nation's Global Summit on behalf of America's youth.

Current Consideration:
South Junior High School will host a school assembly that is intended to provide a powerful message to help students build self-confidence, voice, and purpose. The assembly messages delivered by Keith Hawkins are customized to the school's particular goals. Services will be provided on March 11, 2025.

Budget Implication:
The total cost for these services is not to exceed $4,680. (General Fund and/or Innovation Funds)

Action:
The Board of Trustees approved the agreement.

13.12 ***Memorandum of Understanding (MOU), CharacterStrong***

Background Information:
CharacterStrong is an education and social-emotional learning (SEL) curriculum, as well as professional development company that creates positive habits through ideas-based practice. There are three components to their curriculum: Gym, Leadership, and Advisory.

Current Consideration:
The District agreed to host a training led by CharacterStrong at the District Office, La Palma Room, on February 12, 2025, and in return, the District received 15 complimentary registrations for staff to attend. Additionally, the training was open to educators from surrounding schools who wish to register and participate.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the MOU.

13.13 ***Grant Agreement, Orange County United Way***

Background Information:
Orange County United Way (OCUW) is a nonprofit organization based in Orange County, California. Its mission is to improve lives and strengthen the community by focusing on education, health, housing, and financial stability. The organization collaborates with local businesses, government agencies, nonprofits, and individuals to address the community's most pressing needs.

For the last several years, OCUW has provided grant funding for the AIME Internship Program, which provides internships to District students. The grants have provided funding

for staff time, supplies, and scholarships to students who participate in the internship program.

Current Consideration:
Orange County United Way would like to provide a grant for the AIME Internship Program in the amount of $15,000. Services are being provided January 1, 2025, through June 30, 2025.

Budget Implication:
The District will receive $15,000 in funds through this agreement.

Action:
The Board of Trustees ratified the grant agreement.

13.14 ***Community Service Agreement, TGR Foundation***

Background Information:
The District and TGR Foundation have cultivated a robust partnership over the years, united in their commitment to transforming lives through education. TGR Foundation, through its renowned TGR Learning Lab, provides high-quality STEAM-based (Science, Technology, Engineering, Arts, and Mathematics) programming, career readiness opportunities, and professional development for educators. This collaboration reflects a shared mission to prepare students for success in college, career, and life while promoting equity and innovation.

TGR Foundation's impactful programs include hands-on learning experiences such as STEAM workshops, summer academies, and immersive field trips, along with critical career exploration opportunities through initiatives like the AIME Internships and Workability programs. Additionally, the foundation supports college and career readiness by hosting application and financial aid workshops, as well as selecting District students for the prestigious Earl Woods Scholar Program, which provides comprehensive support to students from underrepresented communities.

Current Consideration:
The District would like to continue to partner with TGR Foundation by entering into a community service agreement to expand opportunities for students and educators at no cost to the District. The partnership will continue to empower educators through professional learning opportunities such as STEM Studio training, virtual workshops, and symposiums. By continuing this collaboration through the proposed community service agreement, the District and TGR Foundation will expand these impactful initiatives, providing students and educators with the tools, skills, and experiences needed to thrive in an ever-evolving global landscape. Services will be provided February 14, 2025, through February 14, 2028.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

13.15 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected books for English language development courses. The books have been made available for public view.

Action:
The Board of Trustees adopted the selected materials.

13.16 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in special education and world language. 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, February 14, 2025, through March 6, 2025.

Action:
The Board of Trustees approved the display.

13.17 ***Field Trip Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

13.18 ***Agreement, New York University***

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 professional experiences. This agreement provides the opportunity for New York University students to provide supervised support services to District students.

Current Consideration:
University students will meet with District clinical supervisors at the student's assigned school site. This agreement provides opportunities for the student to observe, participate, and assist in the District's programs. Supervisors will model to the student effective planning, instruction, and management strategies, as well as discuss these strategies with the student interns. Additionally, professional attire, development, and conduct will be reviewed. The agreement is in effect December 4, 2024, through October 18, 2029.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the agreement.

13.19 ***Certificated Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

13.20 ***Classified Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

SUPERINTENDENT'S OFFICE

13.21 ***Board of Trustees' Meeting Minutes***

13.21.1 December 19, 2024, Regular and Organizational Meeting

13.21.2 January 16, 2025, Regular Meeting

Action:
The Board of Trustees approved the minutes as submitted.

14. BOARD OF TRUSTEES' REPORT

Trustee Hoshi indicated he attended the Pongal Celebration with Dr. Renae Bryant, Coffee with the Principal in collaboration with Cypress Elementary School District, Senior Night at Cypress High School, Budget Perspective Workshop at the Orange County Department of Education, Anaheim Public Utilities Recognition of Cambridge Virtual Academy, Open Houses at Cypress, Kennedy and Savanna high schools, LCAP Meeting, District Choral Showcase, Walker Junior High School's Showcase, Servathon, Dedication Ceremony of the John Dahlem Wresting Room, Years of Service, Ribbon Cutting Ceremony for *Omnivision: Art Across Boundaries*, District Honor Band Concert, Professional Development Day for Cypress and Western high schools, Tet Parade, Student Discipline Task Force Meeting, Oxford Academy's Senior Night, Honor Roll Ceremony at Orangeview Junior High School, Coffee with the Principals for Western High School and Orangeview Junior High School, Kennedy High School and Walker Junior High School's Choir Showcase, Save the Music Showcase at Katella High School, as well as the Orange County Music and Arts Administrators Awards celebrating Joe Carmona, District controller.

Trustee Randle-Trejo said she attended the surprise visit to Robert Pulice, ROP Teacher of the Year, District Honor Band, District Choral Showcase, ROP Board Meeting, Servathon, as well as the PTSA Reflections at the Orange County Department of Education.

Trustee Guerrero stated she attended the Anaheim Public Utilities Recognition of Cambridge Virtual Academy, Open House at Savanna High School, Savanna High School's Filipino American Youth Organization Gala, Newcomer Event at Anaheim High School, Dedication Ceremony of the John Dahlem Wresting Room, Years of Service, OC Black History Parade, Immigration Forum at Anaheim High School, LCAP Meeting, Redesign Meeting for Western High School and Orangeview Junior High School, International Night at Magnolia High School, Save the Music Showcase at Katella High School, and the Insurance Committee Meeting.

Trustee O'Neal reported he attended the Anaheim Public Utilities Recognition of Cambridge Virtual Academy, Open Houses at various school sites, District Choral Showcase, Dedication Ceremony of the John Dahlem Wresting Room, Years of Service, District Honor Band Concert, as well as Kennedy High School and Walker Junior High School's Choir Showcase.

15. **ADVANCE PLANNING**

15.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, March 6, 2025, at 6:00 p.m.

Thursday, April 10	Thursday, August 7
Thursday, May 8	Thursday, September 11
Thursday, June 5	Thursday, October 16
Thursday, June 12	Thursday, November 13
Thursday, July 17	Thursday, December 11

15.2 ***Suggested Agenda Items***

There were no suggested agenda items.

16. **ADJOURNMENT**

On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 8:45 p.m.

Approved _____
Clerk, Board of Trustees