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: May 1, 2024

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

Tuesday the 7th day of May 2024

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Friday, May 3, 2024, 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
Tuesday, May 7, 2024
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 Friday, May 3, 2024, 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 Friday, May 3, 2024, 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. 2024010427 and 2024010497).

4.3 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).

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

4.5 To consider matters pursuant to Education Code Section 44929.21: Rescind non-reelection of certificated employee HR-2023-24-60, for the next school year.

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 Daniella Ruiz will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5.3 ***Closed Session Report***

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

6. RECOGNITIONS *INFORMATION ITEMS*

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

The Board of Trustees will honor Daniella Ruiz for her service as student representative to the Board of Trustees during the 2023-24 year.

6.2 ***2023-24 AUHSD Student Ambassadors***

The Board of Trustees will honor the District's student ambassadors for their service during the 2023-24 year. The ambassadors serve as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders are also deeply embedded in the District's governance structure and actively provide the "student voice" wherever possible. The following students will be recognized for this important contribution to the District.

Madisson Romero Alarcon	Anaheim High School
Eliana Garcia	Cambridge Virtual Academy
Namwook Adam Lee	Cypress High School
Alondra Calderon	Gilbert High School

Jazzlyn Carrasco	Hope School
James Castillo	Katella High School
Naveen Weedagama	Kennedy High School
Donya Aghdam	Loara High School
Daniel Santana	Magnolia High School
Marcus Kwon	Oxford Academy
Ruth Nguyen	Savanna High School
Vasu Bagga	Western High School

6.3 ***AVID Senior Standout Scholarship Award***

The Board of Trustees will honor the following students who were recognized as the AVID Senior Standouts from their school site at the awards ceremony, which took place on April 15, 2024, at the Irvine Clay Theatre. The AVID Senior Standout Scholarship Awards are monetary awards ranging from $250 to $35,000. The Senior Standout represents their AVID school site as the top AVID Senior, according to the guidelines provided in the rubric. The site's AVID Coordinator and site team nominate one candidate per school site.

Valerie Velazquez, Anaheim High School
James Castillo, Katella High School
Tatiana Feghali, Loara High School
Ruth Nguyen, Savanna High School
Emily Munoz, Western High School

6.4 ***Cypress High School, CIF Individual Southern Division 235-Pound Wrestling Champion***

The Board of Trustees will recognize wrestling student Keye Osede, Cypress High School, for her outstanding performance in becoming the 235-pound CIF Individual Southern Division Champion.

6.5 ***Western High School, CIF Southern Section Northern Division 132-Pound Wrestling Champion***

The Board of Trustees will recognize wrestling student Isaac Gonzalez, Western High School, for his outstanding performance in becoming the 132-pound CIF Individual Northern Division Champion.

6.6 ***Anaheim High School, CIF Individual Eastern Division 125-Pound Champion and CIF Masters 125-Pound Champion***

The Board of Trustees will recognize wrestling student Lilyana Balderas, Anaheim High School, for her outstanding performance in becoming the 125-pound CIF Individual Eastern Division and CIF Masters 125-pound Champion.

7. REPORTS *INFORMATION ITEMS*

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

Daniella Ruiz, student representative to the Board of Trustees, will report on student activities throughout the District.

7.2 ***Student Speakers***

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

7.3 ***Reports of Associations***

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

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

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

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

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

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

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

Budget Implication:
There is no impact to the budget.

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

8.2 ***District Community Schools Update and Possible Expansion***

Background Information:
The District's Community School Model lives through an equitable, asset-based instructional approach focused on existing community strengths and nurturing potential. The District's vision, core values, and infrastructure align with the community schools model to create a safe place at the heart of a community where students, families,

educators, and staff are connected, as well as work together to expand opportunities and address the needs of the whole child. In November 2019, the Board of Trustees unanimously approved the launch of a pilot program for two school sites to be established as community schools: Anaheim High School and Sycamore Junior High School. The District expanded the Community Schools model to 13 school sites through the California Community Schools Partnership Program (CCSPP) round one grant cycle in May 2022, and added two additional schools through the CCSPP round two grant cycle in May 2023. The District seeks to share updates of the Community Schools progress, including possible Community School Model expansion within the remaining six schools not yet funded through the CCSPP.

Current Consideration:
Director of Community Schools and Family and Community Engagement, Carlos Hernandez, along with members of the District Community Schools Steering Committee will present to the Board of Trustees an update on the District Community Schools and possible expansion.

Budget Implication:
There is no impact to the budget.

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

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

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of 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.

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 application.

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

10.1.1 Hope Communicates, Hope School **[EXHIBIT B]**
10.1.2 Community Schools Club, Loara High School **[EXHIBIT C]**

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. 2023/24-E-23, Enhancing Supports and Resources for our LGBTQ+ Students*** ***ACTION ITEM***
(Roll Call Vote)

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

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2023/24-E-23, Enhancing Supports and Resources for our LGBTQ+ Students. This resolution will support our LGBTQ+ community by celebrating the achievements and contributions of the LGBTQ+ community. This can be achieved through various recognitions including, but not limited to: LGBTQ+ Pride Month, LGBTQ+ History Month, National Coming Out Day, and Transgender Day of Remembrance, consistent with the District's Ethnic Studies framework, which includes curriculum around contributions of LGBTQ+ individuals.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-E-23, by a roll call vote. **[EXHIBIT D]**

10.3 ***Resolution No. 2023/24-HR-08, Classified School Employee Week, May 19-25, 2024*** ***ACTION ITEM***
(Roll Call Vote)

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

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

Current Consideration:
Resolution No. 2023/24-HR-08 declares May 19, 2024, through May 25, 2024, Classified School Employee Week. Classified employees will be recognized for their valuable services to the schools and students of the Anaheim Union High School District.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-HR-08, by a roll call vote. **[EXHIBIT E]**

10.4 ***Resolution No. 2023/24-HR-09, Certificated Reduction in Force*** ***ACTION ITEM (Roll Call Vote)***

Background Information:
On April 18, 2024, the Board adopted Resolution No. 2023/24-HR-07 to address economic conditions including the level of services needed to support the District's students, increased employer contribution to CalSTRS and CalPERS, and increased employee health and welfare costs have caused deficit spending, which has had an adverse impact on the finances of the District.

Education Code Sections 44949 and 44955 control the process for laying off certificated services through due process, which includes the right of affected employees to request a hearing. Some employees did not request a hearing or chose not to participate in the hearing. The law requires final notices to affected employees be dispatched no later than May 14, 2024. Resolution No. 2023/24-HR-09 directs administration to issue the appropriate number of notices to affected employees that their services will not be required for the 2024-25 year.

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

Budget Implication:
The reduction in force will reduce costs by approximately $1,435,942.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-HR-09, by a roll call vote. **[EXHIBIT F]**

10.5 ***Resolution No. 2023/24-HR-10, National Speech-Language-Hearing Month*** ***ACTION ITEM (Roll Call Vote)***

Background Information:
Each May, National Speech-Language-Hearing Month provides an opportunity to raise awareness about communication disorders and the role of speech-language pathologists and audiologists in providing life-altering treatment. The District recognizes that speech-language pathologists and audiologists provide critical services to our students, and National Speech-Language-Hearing highlights their essential role in our school and district systems.

Current Consideration:
Resolution No. 2023/24-HR-10 declares May to be National Speech-Language-Hearing Month. The Board will recognize the contributions that speech-language pathologists and audiologists make every day to improve the communication needs and skills of our Nation's children.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-HR-10, by a roll call vote. **[EXHIBIT G]**

10.6 ***Resolution No. 2023/24-BOT-06, 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 Piercy was not present at the May 7, 2024, Board of Trustees' meeting due to illness.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-BOT-06, by a roll call vote. **[EXHIBIT H]**

BUSINESS SERVICES

10.7 ***Agreement, Transportation, Coeur d'Alene Charter Academy*** ***ACTION ITEM***

Background Information:
The Board of Trustees has previously approved agreements to provide transportation services to third parties, such as private schools and other school districts.

Current Consideration:
Coeur d'Alene Charter Academy is requesting the District to transport students for field trip needs. The agreement will be in effect June 1, 2024, through June 30, 2025.

Budget Implication:
The transportation agreement provides net income to the District, which assists in offsetting the transportation contribution from the General Fund.

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

EDUCATIONAL SERVICES

10.8 ***Grant Award, Carnegie Corporation of New York, Profiles of Collective Leadership*** ***ACTION ITEM***

Background Information:
Profiles in Collective Leadership (PCL) is an initiative supported by Carnegie Corporation of New York and Transcend, which aims to help understand how and why certain collaborative models are effective in fostering systemic change and delivering learning opportunities that consistently put young people on a path to thriving futures and engaged citizenship. The goal is to identify organizations already engaged in this work so we can lift up and learn from their efforts.

Current Consideration:
The District submitted a proposal and was approved for a $200,000 PCL grant for the work that the District is engaging in with the University of California, Irvine (UCI) and eKadence, on behalf of The Anaheim Collaborative. The District's work is creating a mechanism to measure the 5Cs by identifying evidence of the 5Cs in student reflections. The District is among ten recognized partnerships in eight states and will act as exemplars, sharing what they have learned with each other and with the public. The District plans to use these funds to help provide dozens of internships and externships for teachers, parents, and students with UCI and eKadence in order to provide feedback to the measurement tool. The duration of the grant is April 1, 2024, through March 31, 2025.

Budget Implication:
The amount of the grant award is $200,000.

Staff Recommendation:
It is recommended that the Board of Trustees accept and ratify the grant award.
[EXHIBIT J]

10.9 ***Agreements, Cengage National Geographic Learning, ELD Instructional Materials*** ***ACTION ITEM***

Background Information:
With the increase of immigration, the District experienced a growth in the number of Newcomers (students who have been in the country twelve months or less). Twenty percent of the District student population is composed of English Learners/plurilingual students. Of these students, over 500 are identified as newcomers (students who have been in the country twelve months or less). In order to provide greater support to newcomers, the District provides supplemental support via the Cengage curriculum and platform. This platform provides listening, speaking, reading, and writing opportunities at the student's specific reading level. In order to meet the urgent needs of these newcomer students the Cengage contract was mistakenly processed and a ratification is requested.

Current Consideration:
At this time, the ELD teachers have opted not to adopt new instructional materials. Given the expiration of licenses, we will amend and need a ratification of the original agreement to extend the purchase of the digital licenses, printed textbooks, and consumable workbooks for three years, lining up all the online materials expiration dates for the end of the 2025-26

year. At that time, if necessary, we will also start the process of the completion of the next instructional materials adoption prior to the expiration dates or submit for another extension of the current instructional materials.

Budget Implication:
The cost for the ELD Core Curriculum Instructional Materials licenses that currently needs to be extended is $50,487.50 (Instructional Materials Lottery Funds). The cost for the ELD Supplemental Curriculum Instructional Materials licenses that currently needs to be extended is $26,007.75 (Title III Funds). The total cost for both is not to exceed $76,495.25.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreements. **[EXHIBITS K and L]**

10.10 ***Agreement, Awareness in Motion (AIM) Formerly Known as MindKind Institute LLC*** ***ACTION ITEM***

Background Information:
MindKind Institute LLC has provided the Mindful Leadership AUHSD Program and Self-Awareness Training for District administrators, school leaders, teachers, and parents since October 2017. These programs are a multi-pronged approach towards developing mindful leaders with the highest level of commitment to Career Preparedness Systems Framework (CPSF). MindKind Institute LLC has transitioned to a rebrand in which the name has shifted to Awareness in Motion (AIM).

Current Consideration:
Awareness in Motion will partner with Walker Junior High School to provide a student-focused leadership development and social-emotional learning workshop for the students. Services will be provided May 8, 2024, through June 30, 2024.

Budget Implication:
The total cost for these services is not to exceed $2,800. (Title IV Site Funds)

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

10.11 ***Agreement, Cyberforward Academy*** ***ACTION ITEM***

Background Information:
Cyberforward Academy is an organization whose mission is to solve the cybersecurity resource shortage and bridge the skills gap by identifying and rapidly developing effective, job-ready cybersecurity professionals. They provide immersive experiences for high school students to prepare them with the soft skills and technical skills required in this field.

Current Consideration:
Cyberforward Academy would like to enter into an agreement to provide Magnolia High School Cybersecurity Institute students with work-based learning experience in the cybersecurity industry. This experience will provide up to 35 students with foundational learning, work-based learning, and an internship project to prepare them for jobs in this growing field. Ahead of this program, Cyberforward Academy will provide two informational sessions about the program. Services will be provided May 8, 2024, through December 31, 2024.

Budget Implication:
The total cost for these services is not to exceed $50,000. (Strong Workforce Funds)

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

10.12 ***Agreement, Osael Romero, American Red Cross (ARC) Instructor*** ***ACTION ITEM***

Background Information:
Osael Romero, ARC instructor, provides a high-quality Adult and Pediatric First Aid/CPR and Basic Water Rescue training with content and standards equivalent to that of the American Red Cross. Where applicable, the training also complies with OSHA requirements, as well as state and local emergency regulations.

The safety certification training and courses are designed and targeted to meet student needs, as well as comply with regulations. The safety courses are equivalent to industry leaders, but with simplified lesson plans and flexible teaching guidelines that empower teachers to succeed. The courses will offer high-quality, low-cost, accredited training solutions in online or instructor-led formats for maximum convenience and accessibility.

Current Consideration:
Osael Romero, ARC instructor, will provide Adult and Pediatric First Aid/CPR certification training and Basic Water Rescue training for District physical education teachers who do not have current certifications. Services will be provided May 8, 2024, through June 30, 2024.

Budget Implication:
The costs for these services are not to exceed $3,401. (Title IV Funds)

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

10.13 ***Sole Source Justification, Aeries Software, Inc. (dba Eagle Software)*** ***ACTION ITEM***

Background Information:
In February 2024, the Board of Trustees approved Greg Lindner to analyze the District's student information system cloud hosting options, and develop a sole source justification document for Aeries Software, Inc. (dba Eagle Software) student information system cloud hosting.

Current Consideration:
Greg Lindner recently finalized his report, which evaluated the District's student information system cloud hosting options. Mr. Lindner's findings were documented in a 23-page report. His professional opinion is the sole source provider of cloud hosting for the Aeries student information system is Aeries Software, Inc. (dba Eagle Software). By declaring Aeries Software, Inc. (dba Eagle Software) as the sole source, we meet legal requirements. The total amount of the contract exceeds the bid limit of $114,500 (PCC 20111). This will also allow District administration to enter into contracts with Aeries Software, Inc. (dba Eagle Software) as required.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve Aeries Software, Inc. (dba Eagle Software) as the student information system maintenance and support sole source vendor.

HUMAN RESOURCES

10.14 ***Revised Board Policy 8708, Sexual Harassment, Students, Second Reading*** ***INFORMATION/ACTION ITEM***

Background Information:
Board Policy 8708, Sexual Harassment, Students, provides the procedure for students to make complaints alleging sexual harassment. The policy was last revised in 2022.

Current Consideration:
The Board of Trustees is requested to review the second reading of revised Board Policy 8708, Sexual Harassment, Students. The revised policy includes new contact information for complaint submission, as well as complaint investigation options.

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 8708, Sexual Harassment, Students. **[EXHIBIT P]**

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

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

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

Budget Implication:
There is no impact to the budget.

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

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 ***Interagency Agreement, Vibrant Minds Charter School***

Background Information:
In July 2020, Vibrant Minds Charter School asked the Food Services Department to become their School Food Authority to meet the State meal mandate passed in 1975. The mandate requires school districts, including charter schools, to provide nutritious meals for all enrolled students. Vibrant Minds Charter School does not have adequate facilities to provide meal service to their students.

Current Consideration:
This one-year agreement to provide meals to Vibrant Minds Charter School generates revenue from meals served and provides a community service. Services will be provided July 1, 2024, through June 30, 2025.

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

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement with Vibrant Minds Charter School. **[EXHIBIT R]**

11.2 ***Ratification of Change Order***

Bid #2024-04, Oxford Academy Portables	P.O. #T64A0245
JM and J Contractors	
Original Contract	$578,200
Change Order #1 **[EXHIBIT S]**	$(1,149)
New Contract Value	$577,051

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

11.3 ***Notice of Completion***

Bid #2024-04, Oxford Academy Portables	P.O. #T64A0245
JM and J Contractors	

Original Contract	$578,200
Contract Changes	$(1,149)
New Contract Value	$577,051

Staff Recommendation:
It is recommended that the Board of Trustees authorize the assistant superintendent, Business to accept Bid #2024-04 as complete, and authorize the filing of the notice of completion with the Office of the County Recorder.

11.4 ***Award of Bids***

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

Bid#	Service	Award	Amount
2024-16	Anaheim High School Roofing Project (Maintenance Funds and/or other funds as appropriate)	Best Contracting Services	$1,865,423
2024-17	Cypress High School Roofing Project (Maintenance Funds and/or other funds as appropriate)	C.I. Services, Inc.	$1,015,168
2024-18	Walker Junior High School Roofing Project (Maintenance Funds and/or other funds as appropriate)	Commercial Roofing	$783,914
2024-19	Brookhurst Junior High School Re-Roofing of Covered Walkways (Maintenance Funds and/or other funds as appropriate)	Letner Roofing Company	$431,100
2024-20	Western High School and Walker Junior High School Abatement Project (Maintenance Funds and/or other funds as appropriate)	Resource Environmental, Inc.	$35,000
2024-21	Districtwide Asphalt Paving (Maintenance Funds and/or other funds as appropriate)	Mission Paving and Sealing	$264,900
2024-23	Brookhurst Junior High School Exterior Painting (Maintenance Funds and/or other funds as appropriate)	Case & Sons Construction	$293,700

2024-25	Sycamore Junior High School Basketball Courts (Maintenance Funds and/or other funds as appropriate)	Golden State Paving Co.	$163,800

Staff Recommendation:
It is recommended that the Board of Trustees award Bid Nos. 2024-16, 2024-17, 2024-18, 2024-19, 2024-20, 2024-21, 2024-23, and 2024-25.

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

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

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

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

11.7 ***Donations***

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

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

Staff Recommendation:
It is recommended that the Board of Trustees ratify the purchase order detail report February 27, 2024, through April 23, 2024, as well as the change orders April 4, 2024, through April 23, 2024. **[EXHIBITS W and X]**

11.9 ***Check Register/Warrants Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the report April 4, 2024, through April 23, 2024. **[EXHIBIT Y]**

11.10 **SUPPLEMENTAL INFORMATION**

11.10.1 ASB Fund, March 2024 **[EXHIBIT Z]**

11.10.2 Cafeteria Fund, February 2024 **[EXHIBIT AA]**

11.10.3 Enrollment, Month 9 **[EXHIBIT BB]**

EDUCATIONAL SERVICES

11.11 ***Amendment, Quote, Freight Farms***

Background Information:
Freight Farms is one of the first corporations in the Agricultural technology space. It specializes in building infrastructure and technology to allow local food to thrive in small spaces. In 2019, they launched a product called Greenery S, which is a hydroponic container farm that allows fresh food to grow anywhere in the world, all year long. Greenery S is capable of growing lettuces, leafy greens, herbs, brassicas, certain root vegetables, microgreens, edible flowers, and many other crops in any location, regardless of exterior climate. Freight Farms has experimented internally with over 500 different crop varieties. One of the key innovations of the Greenery S is its flexible cultivation area, with aisles that can physically move to accommodate larger or smaller crops that cannot be grown in other container farms. With less than five gallons of water needed daily, its 320 square foot container produces as much as 2.5 acres of traditional farmland.

Current Consideration:
On October 12, 2023, the Board of Trustees approved an agreement with Freight Farms to place a Greenery S at the Magnolia Agriscience Community Center (MACC). An amendment is requested as the previously approved agreement did not include the cost of setup and delivery. All other terms and conditions of this agreement remain intact.

Budget Implication:
The total amended cost is increased by $17,400, for a new total not to exceed $163,800. The previously approved amount was at a cost not to exceed $146,400, which was covered through Special Funds, as well as funds donated by Orange County Supervisor Doug Chaffee and the Samueli Foundation. (LCFF and Stuart Foundation Funds)

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

11.12 ***Agreement, Leadership Inspirations***

Background Information:
Leadership Inspirations was founded in 2006. Leadership Inspirations works with over 2,500 students, educators, athletes, and organizations a year. The goal is to develop a seamless transition from high school to community college and beyond. Students who participate in Leadership Inspirations activities learn leadership skills, get to know themselves better, and learn how to work with others.

Current Consideration:
The District is interested in collaborating with Leadership Inspirations so that ASB students from Anaheim, Cypress, Katella, Kennedy, Loara, Magnolia, Savanna, and Western high schools, as well as Oxford Academy may participate in Leadership Inspirations' three-day, two-night leadership academy, as well as the AUHSD High School Training Day. The ASB students will gain experience that fosters learning, growth, and networking with other high school students in our District. The service agreement with Leadership Inspirations includes customized curriculum development, accommodations, three meals per day, workshops, and activities. In addition, Leadership Inspiration will provide a one-day leadership retreat for the District junior high student leaders across all District junior high schools. The junior

high school leadership day is a custom five hour leadership program that will be designed to help students discover how to become better leaders in their school sites. Students will have the opportunity to learn various types of curriculum from Leadership Inspirations' experienced leadership coaches and engage in experiential activities. Services will be provided May 8, 2024, through August 31, 2024.

Budget Implication:
The cost for the Leadership Inspirations' three-day, two-night leadership academy is $425 per person and $35 per person for the one-day retreat. These expenses are covered through fundraisers, ASB funds, and family donations.

The cost for the District Junior High School Leadership Development Program is $11,000, for up to 313 attendees and up to 50 students for the AUHSD High School Training Day. These expenses are also covered through fundraisers, ASB funds, and family donations.

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

11.13 ***Agreements, North Orange County Community College District (NOCCCD), College and Career Access Pathways (CCAP), Dual Enrollment Partnerships, Cypress College and Fullerton College***

Background Information:
Since 2016-17, NOCCCD and the District have partnered by establishing College and Career Access Pathways (CCAP) agreements for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Assembly Bill 288, for high school students. The goal is to develop seamless pathways from high school to community college and beyond. Students who complete a dual enrollment course receive both high school and college credit. With dual enrollment, the college course is recorded on both the student's high school transcript and college transcript.

Current Consideration:
This updated CCAP agreement is a five-year term, offering Fall, Spring, and Summer sessions. North Orange County Community College District, through Cypress College and Fullerton College, will offer dual enrollment courses at the following school sites: Anaheim, Cypress, Gilbert, Katella, Kennedy, Loara, Magnolia, Polaris, Savanna, and Western high schools, as well as Oxford Academy and Cambridge Virtual Academy. The colleges provide a college instructor for each course. The District provides the facility for each course and is responsible for the purchase of the instructional materials for each course. Services will be provided July 1, 2024, through June 30, 2029. The agreement will be signed following Board approval.

Budget Implication:
The District is responsible for the purchase of instructional materials, per course offered, which varies in price.

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

11.14 ***Agreement, Anaheim Family YMCA***

Background Information:
The District has received funding through the California Department of Education After School Education and Safety (ASES) Program grant for the past 14 years. The District subcontracted the administration of the ASES grant to the Anaheim Family YMCA through the Anaheim Achieves program at Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools. Anaheim Family YMCA provides program administration, staffing, equipment, materials, training, data collection, and evaluation for the aforementioned school sites.

Current Consideration:
The District was awarded another year of funding by the California Department of Education ASES grant, in the amount of $863,866.42 for the fiscal year, July 1, 2023, through June 30, 2024. The structure of the approval process prevents the District from approving the ASES grant prior to the contract being developed. Therefore, this agreement will be signed following Board approval. The agreement allows the District to pay YMCA for these services. Services are being provided July 1, 2023, through June 30, 2024.

Budget Implication:
The District passes the funds to the YMCA, less an indirect cost of five percent of the total ASES funds; therefore, there are no direct implications to the budget. The ASES funds for the 2022-23 year were $909,333. The ASES funds for the 2023-24 year are $863,866.42. (ASES Grant Funds)

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

11.15 ***Agreement, Tilly's Life Center, Savanna High School***

Background Information:
Tilly's Life Center (TLC) is a service organization that provides curriculum aimed at empowering all participants with a positive mindset to effectively cope with crisis, adversity, and tough decisions. The program is a holistic, easy-to-apply curriculum that uses experiential learning, high engagement, and realistic tools to provide practical mental wellness solutions to teens.

Current Consideration:
The purpose of this partnership is to work collaboratively with Savanna High School to bring TLC programming to 150 ninth-grade students. TLC's "I Am Me" curriculum focuses on the social-emotional needs of the 21st century adolescent learner. The program is designed to be developmentally sequenced; therefore, the progression and frequency of how the lessons are delivered will affect desired outcomes. Services are being provided September 11, 2023, through May 20, 2024.

Budget Implication:
The total cost is not to exceed $15,000. (LCFF Funds)

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

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

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

Current Consideration:
The District will expand the current number of licenses in order to serve additional students. Services will be provided June 1, 2024, through June 30, 2024.

Budget Implication:
The total cost for these services is not to exceed $50,000. (A-G and ESSER Funds)

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

11.17 ***Quote, Edpuzzle, Inc.***

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

Current Consideration:
During the 2023-24 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 404 employees, including 385 teachers to identify which applications to renew. Licensing is provided for all staff and students. Services will be provided July 30, 2024, through June 30, 2025.

Budget Implication:
The total cost for these services is not to exceed $60,750. (LCFF Funds)

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

11.18 ***Order Form, Screencastify, LLC***

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

Current Consideration:
During the 2023-24 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 404 employees, including 385 teachers

to identify which applications to renew. Screencastify serves as the primary video recorder for students. Services will be provided June 24, 2024, through June 24, 2025.

Budget Implication:
The total cost for these services is not to exceed $26,400. (LCFF Funds)

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

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

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

Current Consideration:
The District would like to enter into an agreement for affiliation with AIME business partners participating in the AIME internship program. The agreements describe the roles and responsibilities of the business partner and the District in implementing the internship program. Services will be provided May 8, 2024, through April 30, 2027.

11.19.1 Anaheim Family YMCA **[EXHIBIT KK]**
11.19.2 Big Brothers Big Sisters of Orange County **[EXHIBIT LL]**
11.19.3 Hearts of ABA **[EXHIBIT MM]**
11.19.4 Laguna Art Museum **[EXHIBIT NN]**
11.19.5 North Orange County ROP **[EXHIBIT OO]**

Budget Implication:
There is no impact to the budget.

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

11.20 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected materials for courses in English. 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 PP]**

11.21 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in English, IB science, and social science with ethnic studies courses. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, May 8, 2024, through June 13, 2024.

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

11.22 ***Individual Service Contracts***

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

11.23 ***Field Trip Report***

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

HUMAN RESOURCES

11.24 ***Memorandum of Understanding (MOU), University of Southern California (USC), School of Social Work***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their fieldwork requirements and to gain valuable experience in a professional setting within our District school sites. The District has had an agreement in place with USC since 2011.

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 complete their field experience. Supervisors will model to the student effective planning, instruction, and management strategies, as well as discuss these strategies with the students. Additionally, professional attire, development, and conduct will be reviewed. The agreement will be effective May 8, 2024, through June 30, 2027.

Budget Implication:
There is no impact to the budget.

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

11.25 ***Certificated Personnel Report***

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

11.26 ***Classified Personnel Report***

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

SUPERINTENDENT'S OFFICE

11.27 ***Conferences and/or Meetings***

It is recommended that the Board of Trustees approve and/or ratify the attendance to the following conferences for the superintendent with payment of necessary expenses (registration, travel, hotel, parking, ground transportation, etc.)

11.27.1 Carnegie Summit 2024, May 20, 2024, through May 22, 2024, New York, at a cost not to exceed $1,200. Attendance to the Carnegie Summit is a requirement of the issuance of the $200,000 Carnegie Grant. (Carnegie Funds)

11.27.2 2024 NCCEP/GEAR UP Annual Conference, July 21, 2024, through July 24, 2024, Washington, D.C., at a cost not to exceed $2,000. Registration and travel costs will be paid by NCCEP. (NCCEP Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve and/or ratify for the superintendent to attend the conferences.

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

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

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

14. **ADVANCE PLANNING**

INFORMATION ITEM

14.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, June 6, 2024 (LCAP), at 6:00 p.m.

Thursday, June 13	Thursday, October 17
Thursday, July 18	Thursday, November 14
Thursday, August 8	Thursday, December 12 (Budget Approval)
Thursday, September 12	Thursday, December 19 (Annual Organizational Meeting)

14.2 ***Suggested Agenda Items***

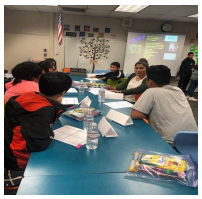
15. **ADJOURNMENT** ***ACTION ITEM***

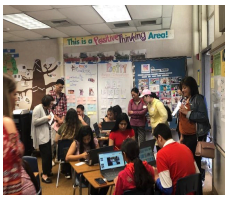
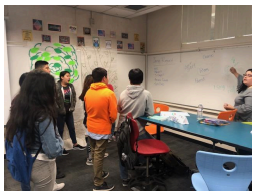
In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Friday, May 3, 2024.

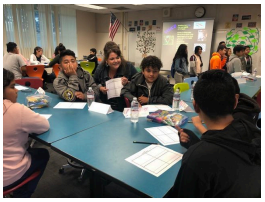
EXHIBIT A

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

2024
AUHSD
Plurilingual Master Plan:
A Living Document





2024 AUHSD Plurilingual Master Plan: A Living Document

Anaheim Union High School District Plurilingual Master Plan

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

SUPERINTENDENT
Mr. Michael Matsuda

ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
Dr. Jaron Fried

Executive Director
Mr. Robert Saldivar

DIRECTOR, PLURILINGUAL SERVICES
Dr. Renae Bryant

COORDINATOR, PROFESSIONAL LEARNING
Mrs. Diana Fujimoto

Curriculum Specialists
Ms. Vy Hoang
Ms. Paola Rosenberg

LANGUAGE PROGRAM TECHNICIAN
Ms. Haydee Berber

SENIOR ADMINISTRATIVE ASSISTANT
Mrs. Laura Rodriguez

2024 AUHSD Plurilingual Master Plan: A Living Document

Message from Anaheim Union High School District Board of Trustees President Annemarie Randle-Trejo

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

We are proud to introduce the 2024 Anaheim Union High School District Plurilingual Master Plan. Grounded in the four principles of the English Learner Road Map, Anaheim Union High School District is proud of the innovative work we do to: 1) create assets-oriented and needs responsive schools, 2) support programs and practices that provide intellectual rigor and meaningful access for plurilingual scholars (ELs), 3) ensure systemwide conditions to support implementation and 4) align and articulate practices across the system. This updated plan illustrates the emphasis on preparing scholars for the future workforce by focusing on youth voice and purpose, technical and career pathway skills and 21st century 5Cs skills. It also reflects our commitment to ensure all scholars are monitored for success and have opportunities for acceleration and the integration of curriculum and artificial intelligence; complete performance task assessments (PTAs); participate fully in the Capstone; as well as graduate plurilingual and earn the Seal of Biliteracy and Seal of Civic Engagement through their work. By demonstrating plurilingualism and pluriliteracy, cultural competence, and high achievement, these scholars will have a competitive advantage to meet the workforce needs of the global economy and community.

-Annemarie Randle-Trejo, President, AUHSD Board of Trustees

Message from Michael Matsuda, Anaheim Union High School District Superintendent

Dear Anaheim Union High School District Family,

As a leader, advocate and innovator in the field, Anaheim Union High School District is proud to present the 2024 Plurilingual Master Plan. This plan values the assets our students bring while empowering them to become plurilingual and pluriliterate, with the goal of earning the Seal of Biliteracy and Seal of Civic Engagement upon graduation. The Anaheim Union High School District Career Preparedness Systems Framework (CPSF) focuses on student agency, youth voice and purpose, technical skills, as well as 21st Century skills. Plurilingualism is essential as we prepare our students for careers, which do not yet exist and to flourish in our global economy. This Plurilingual Master Plan provides the systems, structures, and support to ensure we meet this goal.

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

AUHSD VISION

To create a better world through Unlimited You

AUHSD MISSION

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

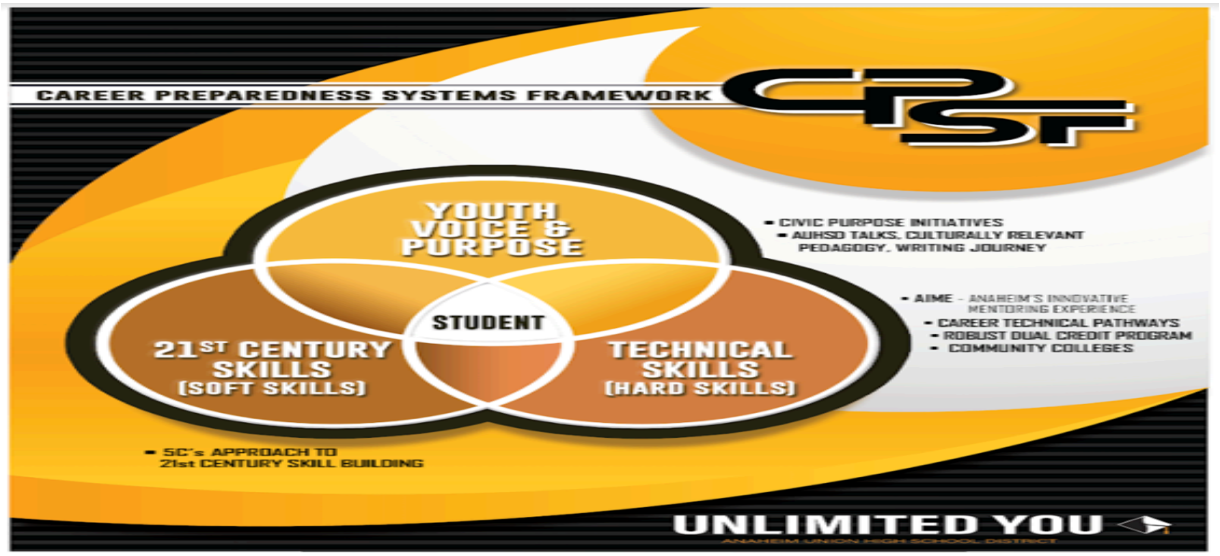
AUHSD Core Values

We believe...

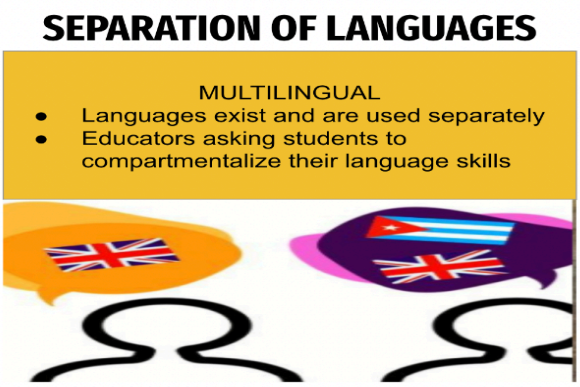
1. In and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion
2. That education must work for students and not the other way around.
3. In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential
4. In moving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

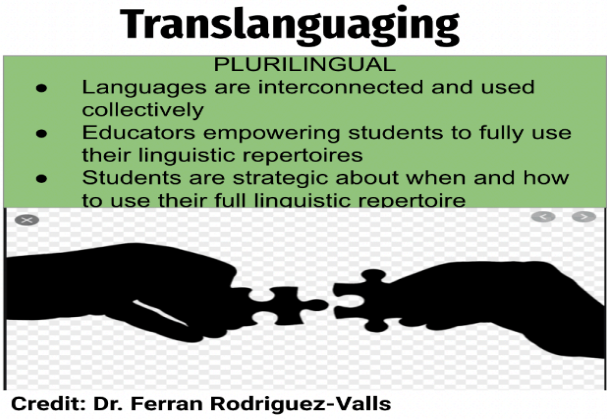
Acknowledgements

We thank our Board of Trustees and Superintendent Michael Matsuda for always prioritizing an equity and justice focused vision for all of our scholars which centers youth voice and purpose, 21st Century Skills, and technical skills. In doing so we prepare our scholars for those careers which do not yet exist. We thank our scholars, families, guardians, staff and community for supporting our Anaheim Union High School District vision of plurilingualism for all. Special thanks to our 5,000+ plurilingual scholars/English learners, our over 26,000 plurilingual scholars taking World Language Courses or Dual Language Immersion, and the families who bring over 60 different languages, which we view as assets, to our district. Thank you for claiming agency and being agents of positive change in our district and communities.



Plurilingualism





Credit: Dr. Ferran Rodriguez-Valls

Introduction: Why a “Plurilingual” Master Plan?

The AUHSD Plurilingual/English Learner (EL) Master Plan has been revised and written to comply with Federal Program Monitoring (FPM) guidelines and requirements. This version reflects the district’s current practices for the 2023-24 school year and is updated on an annual basis. The guidelines set forth by the FPM in the English Learner Program Instrument, *English Learner Road Map*, *Radically Inclusive Teaching with newcomer and Emergent Plurilingual Students Braving Up* book, Center for Applied Linguistics’ *Guiding Principles for Dual Language Education* and Loyola Marymount University’s December 2021 *English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students* report guided this version. The common goals for plurilingual scholars, English learners at AUHSD are: 1. PL/ELs acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a]) 2. PL/ELs meet state standards for academic achievement (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d989) 3. Honor Cultural Heritage. ELA/ELD Framework and the EL Roadmap. The primary intended audience is AUHSD leadership, teachers, staff, and ELAC/DELAC members. However, it is a public document and we encourage our scholars, families and broader community to read it and provide feedback. It is a living document with the intention of being updated whenever necessary.

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

The following people contributed to the AUHSD Plurilingual Master Plan:

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Amber Houston
Amanda Bryant
Amie Cuellar
Amie Maya
Ari Cardenas, Student Ambassador
Amber Serkez
Anabertha Ruiz
Ann-Marie Bernhard
Ayla Wunder
Blair Nelson
Bri Nichols
Britza Mendoza
Brittany Bouska
Carlitos Hernandez
Carlee Rasmussen
Carolina Flores
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Cheryl Campos
Chinh Nguyen
Cindy Ponce
Claudia Ruiz-Flores
Cory Kretz
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Guadalupe Serrano
Hank Schwartz
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Horacio Hernandez
Israel Rubio
Jemma Rodriguez
Jennifer Frembling
Jennifer Manzanares
Jennifer Sasai
Jenny Lee
Joanna Peters
Joe Casas
Joan Chavez
Joseph Reyes, Student Ambassador
Juan Alvarez

2024 AUHSD Plurilingual Master Plan: A Living Document

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Karen Pena
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Laura Gray
Laura Rodriguez
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Liliana Bataz
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Lorena Moreno
Lorena Stout
Louie LeMonnier
Lulu Suarez
Mackenna Pefley
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Marcelina Hernandez
Maribel Arvizu
Marina Wetrosky
Mario Morales
Martha Salcedo
Maryanna Lee
Mary Ellen Park
Mary Jo Durkin
Michele Diaz
Michelle Surfas
Mindy Lorton
Monica Navarro
Monica Pinda
Nancy Cortez
Natalie Saldivar
Natividad Vasquez
Odette Apollo
Oscar Ramirez
Osvaldu Hurtado
Panayiota Hatzis
Patricia Vildosola
Paula Case
Quoc Nguyen
Raquel Lizarraga-Miralda
Randy Poggio
Robert Flores
Ruben Calleros
Ryan Hurley
Ryan Loch
Ryan Ruelas
Sean Phieffer
Sarai Padilla
Sergio Hernandez
Sofia Romero
Sonia Cortez-Barriga
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Anaheim Union High School District (AUHSD)
PLURILINGUAL MASTER PLAN

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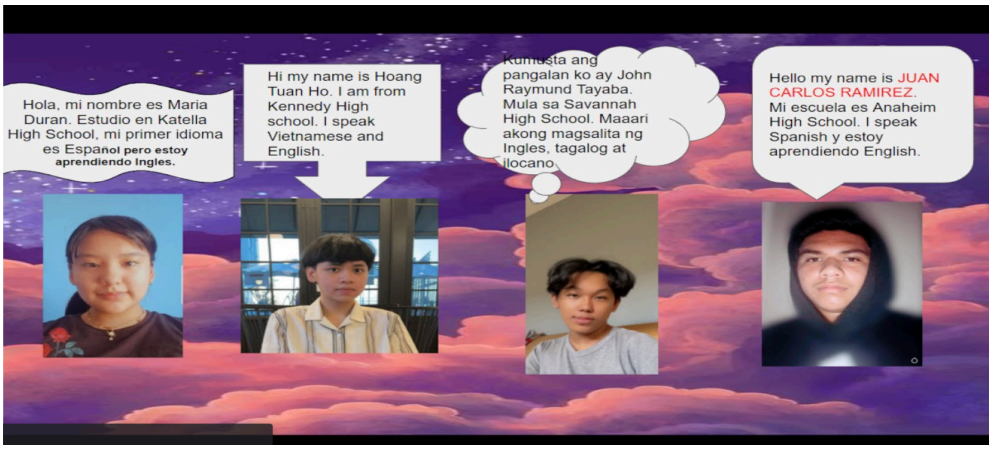


1,043 State Seal of Biliteracy Awards were earned in 2023.

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

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

English Learners (EL) Taskforce LCAP Recommendations

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

HighSchool :	Biliteracy	Language	Triliteracy
Anaheim High School	136	Spanish, French	
Cambridge Virtual Academy	7	Mandarin, Spanish	
Cypress High School	232	Arabic, ASL, Mandarin, French, Korean, Sinhala, Spanish, Tamil, Vietnamese	16
Gilbert High School	3	Spanish	
Katella High School	155	Spanish, French, Tagalog, Vietnamese	8
Katella IS	1	Spanish	
Kennedy High School	124	Arabic, Mandarin, Spanish, French, Hindi, Korean Tagalog, Vietnamese	8
Kennedy IS	2	Spanish	
Loara High School	48	Spanish, French, Vietnamese	2
Magnolia High School	50	Spanish, French, Portuguese, Vietnamese	10
Oxford Academy	164	Mandarin, Gujarati, Hindi, Korean, Malayaman, Spanish, Vietnamese	30
Savanna High School	82	Mandarin, Spanish, French, Korean, Tagalog, Vietnamese	10
Western High School	79	Arabic, ASL, Mandarin, Farsi, Spanish, French, Japanese, Tagalog, Vietnamese	16
Grand Total	1083		100

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

Chapter 1

Asset-based Instructional Programs for Plurilingual Scholars/English Learners

Setting the Context 2017-2024

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

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

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

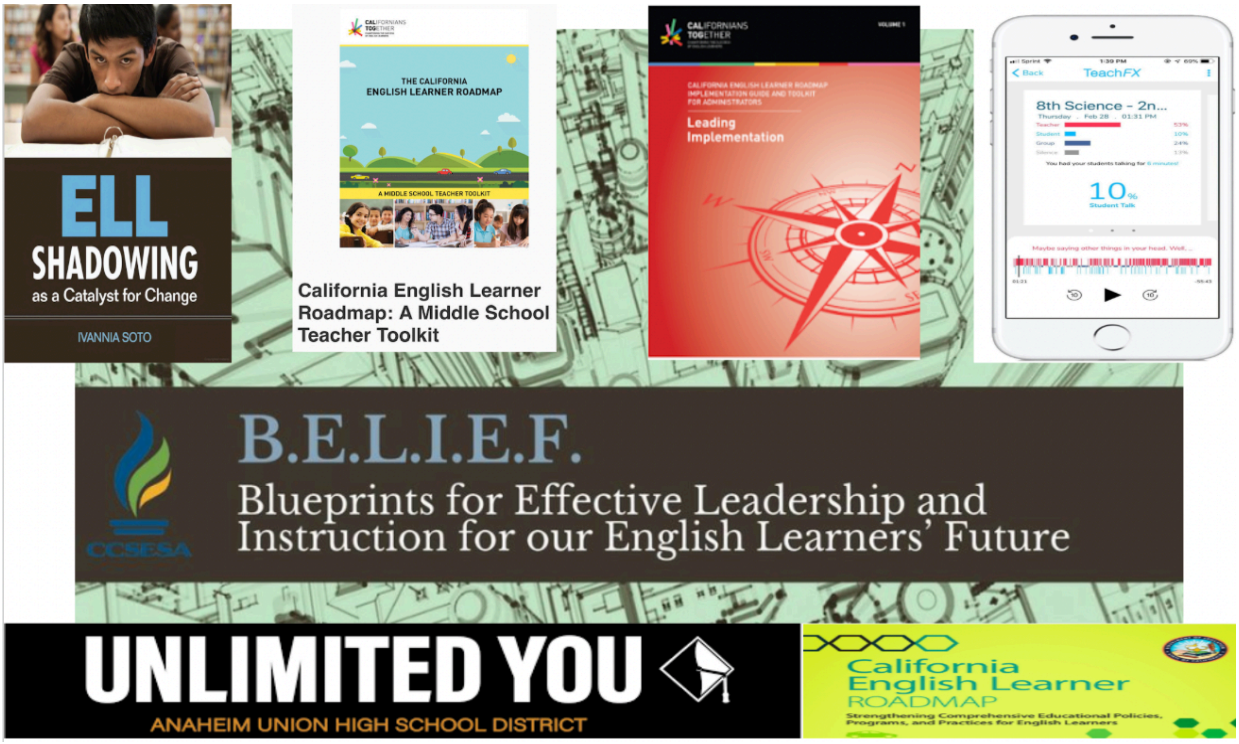
In the summer of 2018, we introduced the EL Road Map policy and EL Shadowing by Dr. Ivannia Soto. This is also the same year that AUHSD started a teacher leader academy, in partnership with Cal State University, Fullerton, in which teacher leaders would build their leadership capacity with an emphasis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

In 2019-20, we introduced the EL Road Map Toolkits for JH and HS. 5Cs Coaches took these and worked with their Site Leadership Teams to analyze which pedagogical best practices they were already doing, which were opportunities and then set goals in their EL TF site team plans to achieve them. When the pandemic occurred and we moved to remote emergency teaching and learning there was a brief pause on the specific focus on plurilingual scholars, as we focused on crisis intervention, scholar, administrator and family support.

In 2020-21, we remained in remote teaching and learning for the academic year. The sites who were ready, moved on with their work with the EL Road Map Teacher Tool Kits. When we returned to the buildings in 2021-22 we first focused on a “care opening,” then returned to the EL Road Map Toolkit work and integrated the California EL Roadmap Implementation Guide and Toolkit for Administrators. In 2022-23, we continued integrating the BELIEF modules, EL

Toolkits, Administrator Toolkits, ELL Shadowing, and TeachFX into our work for our plurilingual scholars, as well as adding ELLevation to be able to track the data of and services to our plurilingual scholars. We continued Saturday Language Academy (SALA) and added a fifth class to Summer Language Academy (SLA). We also added 30 teachers to our Project LEARN Spencer Foundation Grant Funded Project which builds the capacity of our teachers for greater culturally and linguistically responsive and sustaining pedagogy.

In 2023-24 we continued integrating the BELIEF modules, EL Toolkits, Administrator Toolkits, ELL Shadowing, and TeachFX into our work for our plurilingual scholars. We continued to build the capacity of our teachers for greater culturally and linguistically responsive and sustaining pedagogy via Cultural Proficiency Team Professional Learning delivered by Dr. Delores and Dr. Randall Lindsey. We continued both Summer Language Academy and Saturday Language Academy Professional Learning expanding the number of teachers with the pedagogical skills to increase the access and success of our plurilingual scholars. We also added a Plurilingual Curriculum Specialist whose focus is newcomers and experienced multilinguals (Long-Term English Learners) who will build teachers' capacity to use technology and artificial intelligence to greater support the equity, access, opportunity and success of these two groups of scholars.



Asset-Based Programs for Plurilingual Scholars

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

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

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

Our AUHSD Plurilingual/EL programs:

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

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

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

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

- **Structured English Immersion:** classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English

learners will be provided a program of Structured English Immersion. [*EC* sections 305(a)(2) and 306(c)(3)].

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

- **One-Way Immersion Program (English/ASL, Arabic, French, Japanese, Korean, Mandarin, Spanish, Vietnamese**) A language acquisition program in which the teacher is the only fluent speaker of the language (example World Language Courses)

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

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

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

*Waivers are no longer required.

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

Parent Requests to Establish a Language Acquisition Program

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

(1) The date of the request;

(2) The names of the parent and pupil;

(3) A general description of the request; and

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

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

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

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

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

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

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

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

(1) Within 10 school days of reaching a threshold described in subdivision (h), notify the

parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program;

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

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

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

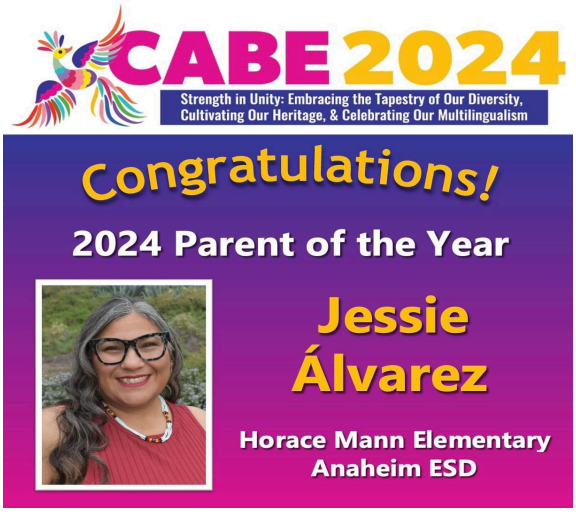
(B) In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

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

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

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

50+ educators visit South JH and Katella HS for the 2024 CABE Conference Newcomer & LTEL Site Visit.



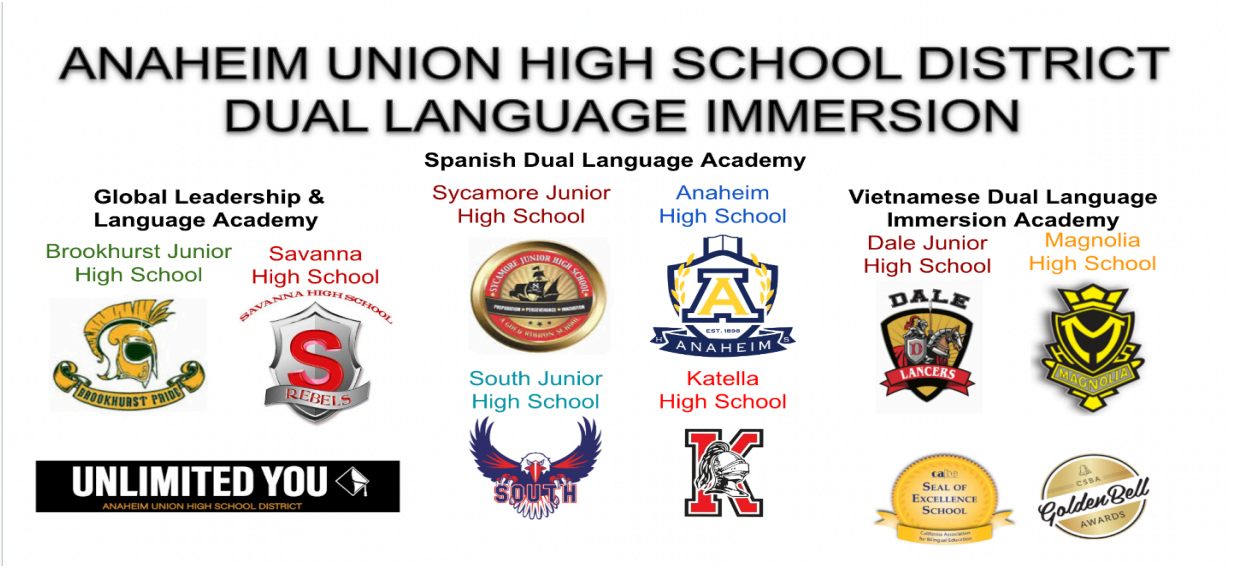
You may submit a verbal or written request to your student's counselor.

About Language Acquisition Programs and Language Programs

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

Parent and Community Engagement

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



Dual Language Immersion

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

The implementation of the AUHSD Dual Language Immersion program allows students to become bilingual, biliterate, bicultural, and better prepared for college, career and life. Data collected demonstrates all seniors who graduated from the Dual Language Academy at Anaheim High School have had a 100% pass rate on their Advanced Placement Spanish Language and Culture exam and 100% of students were accepted to a university. This data matches the 30 years of research by Thomas and Collier (who research dual language immersion programs all over the globe), who found that DLI students consistently outperform traditional students in multiple metrics. AUHSD has over 1,000 students earn the state Seal of Biliteracy and 100% of AUHSD DLI students earn the Seal of Biliteracy. A specific example of how the program affected a student's life is a senior who is a first generation college student being accepted to the University of California, Los Angeles as a result of the rigor of the DLI program. The program is successful and fills up every year. One DLI parent said, "I want to give my child a competitive advantage to succeed in the global economy. The job market is continuously changing but the need to communicate in multiple languages has not changed. Being biliterate helps my child communicate with their grandparents and will help them communicate in a future job."

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

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

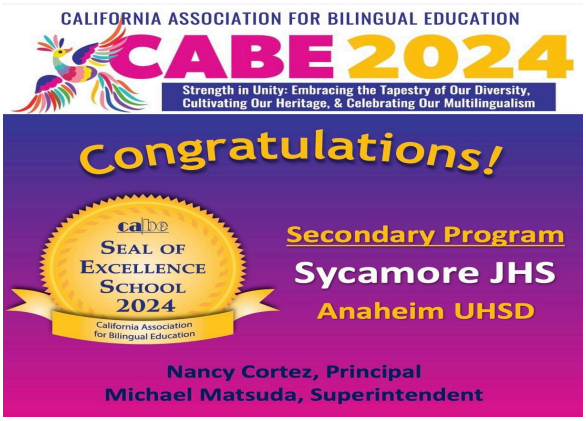
Our Anaheim Union High School District Spanish and Vietnamese Dual Language Immersion (DLI) Programs integrate native English speaking and Spanish/Vietnamese speaking (depending on the language program). The students will take at least two courses in the target language (either Spanish or Vietnamese).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

The goals and research based benefits of dual language immersion are bilingualism, biliteracy, cultural proficiency, global citizenship, academic achievement in all subject areas, 21st century skills, increased family involvement and the AUHSD and Orange County Department of Education Pathway to Biliteracy Awards in eighth grade, with the ultimate goal of the student graduating with the California Department of Education formally recognized Seal of Biliteracy on their high school diploma and medal.

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

Table 1 - 1: Spanish Dual Language Academy Pathway

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



Sycamore Junior High School ELD & DLA Programs were nominated by Dr. Renae Bryant, Director of Plurilingual Services and awarded the 2024 CABE Seal of Excellence Award

50+ educators visited Anaheim HS for the 2024 CABE Conference DLI Site Visit. The visitors included dignitaries from Department of Education Office of Language Acquisition, California Department of Education and WestEd

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

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

50+ educators visited Anaheim HS for the 2024 CABE Conference DLI Site Visit. The visitors included dignitaries from Department of Education Office of Language Acquisition, California Department of Education and WestEd

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

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

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

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

Visitors from central California and Boston, MA visited GLLA to learn best practices for secondary DLI.

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

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

Table 1 - 3: Vietnamese Dual Language Immersion Academy Pathway

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

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

MAGNOLIA HIGH SCHOOL

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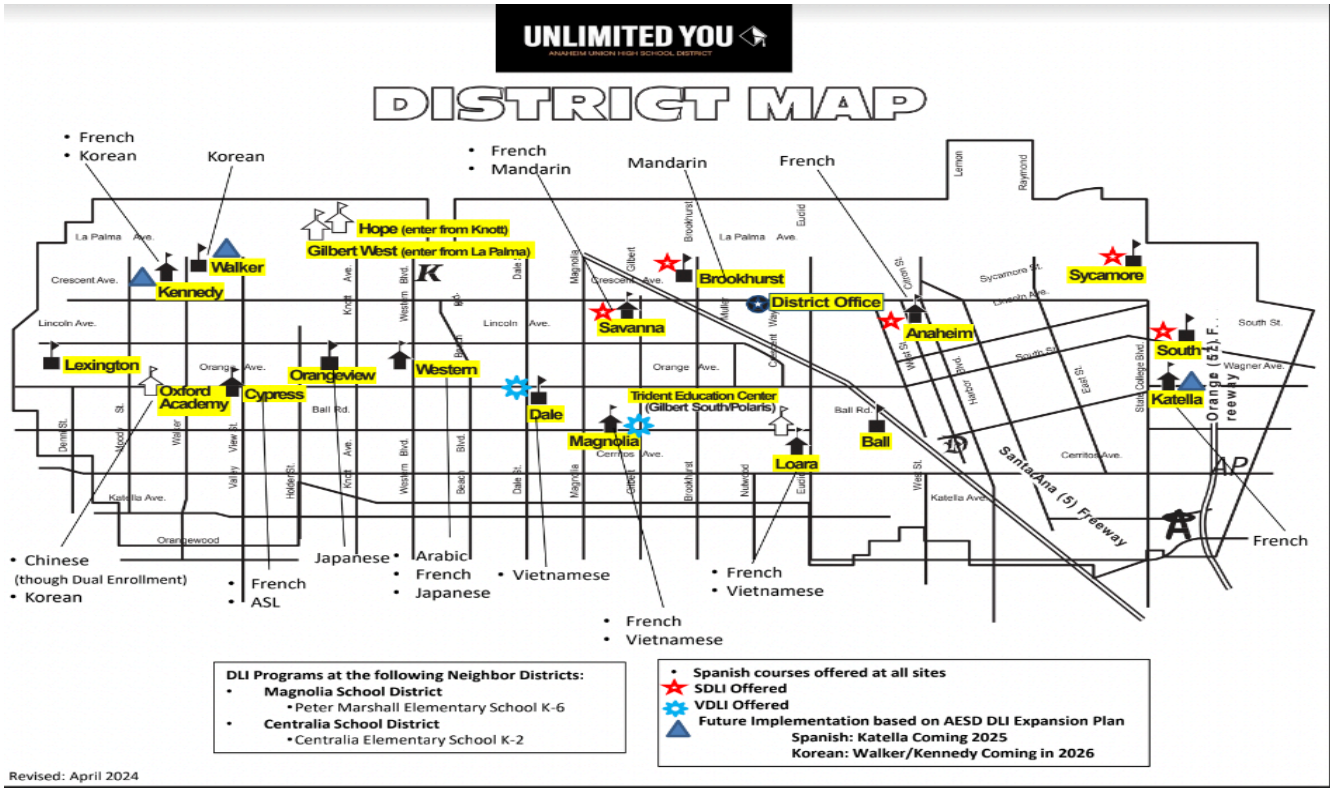
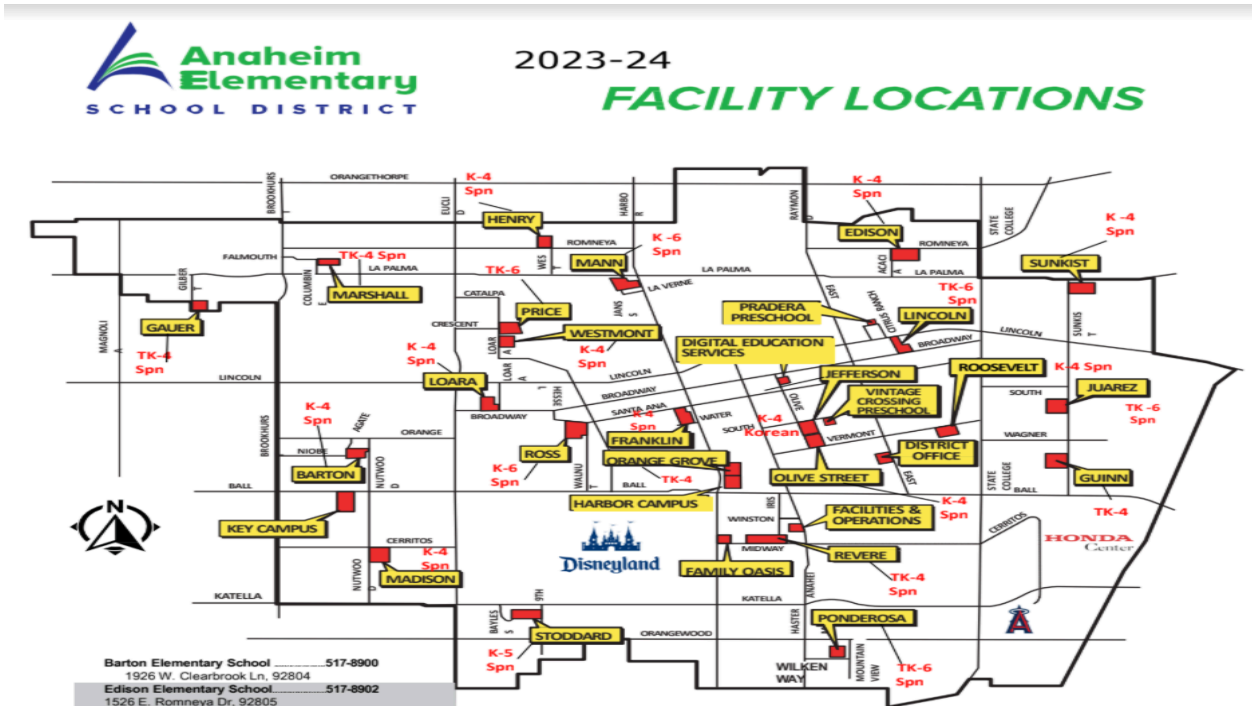


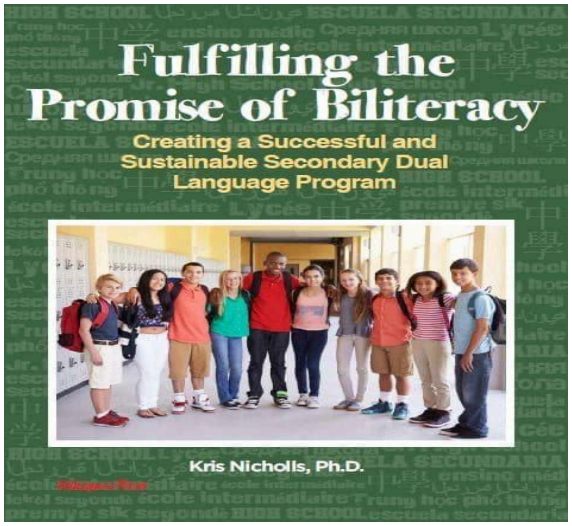
AUHSD World Languages & DLI Offerings as of 4/15/24

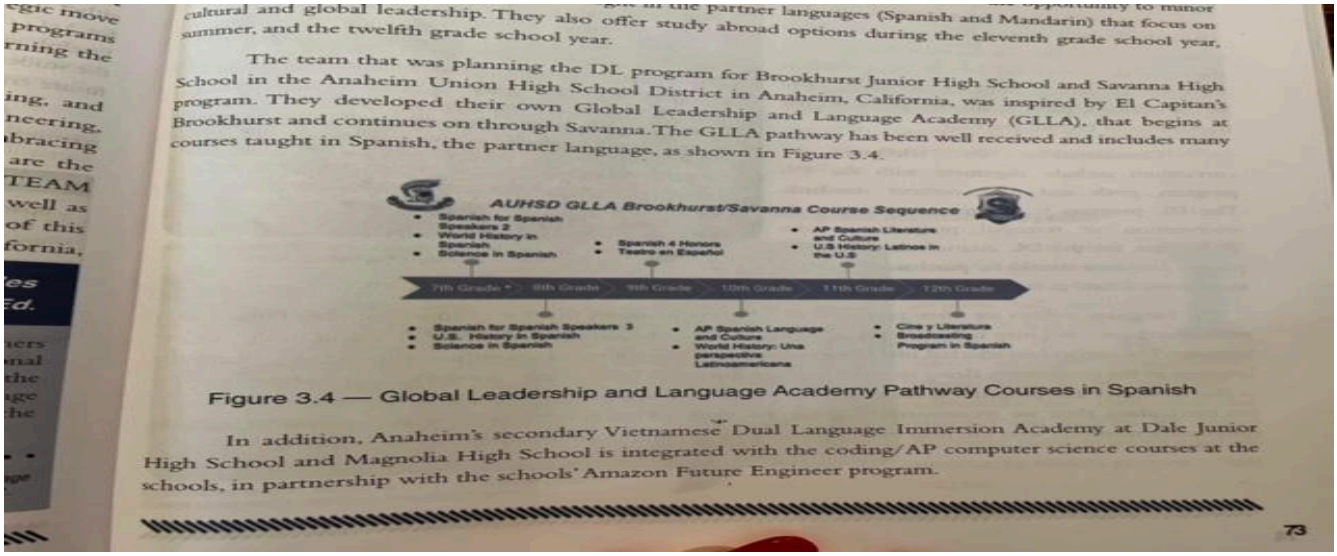


2023-24 AESD DLI Map Annotated by AUHSD to Monitor AESD Matriculation to AUHSD

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

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




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

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

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

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

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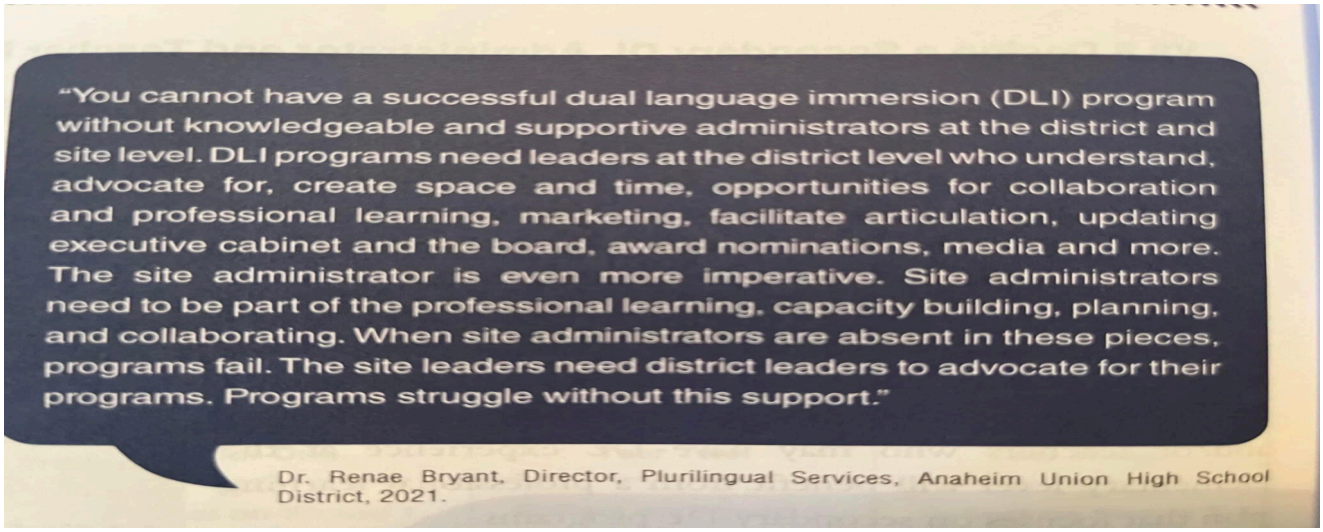

"You cannot have a successful dual language immersion (DLI) program without knowledgeable and supportive administrators at the district and site level. DLI programs need leaders at the district level who understand, advocate for, create space and time, opportunities for collaboration and professional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

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

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

World Languages

(As of 4/21/23)

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

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

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

Chapter 2

Identification, Reclassification, & Seal of Biliteracy

Chapter Overview

The Anaheim Union High School District (AUHSD)

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

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

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

Home Language Survey

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

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

Notification of Initial Assessment Results

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

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

Notification of Annual Assessment Results

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

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

Long-Term English Learners

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

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

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

Table 2 - 1: EL Typologies

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

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

LAC and Registrars' Process When Enrolling a New Student

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

Students coming from:

- out of country
- out of state
- private school

and

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

REGISTRARS

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

Students coming from a public school in CA:

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

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

REGISTRARS

Will send to the LAC:

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

LAC

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

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

Form 2 - 1: AUHSD Home Language Survey

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

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

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

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

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

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

Form 2 - 2: AUHSD Initial Parent Notification

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

School _____ Grade _____ DOB____/____/____ Examiner _____

Last Name _____ First Name _____ MI _____

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

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

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

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

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

English and Primary Language Assessment Results
English Proficiency Identification

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **The expected graduation rate of the Anaheim Union High School District is 89.07%.**

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

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

Please mark all that apply:

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

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

_____ _____ ____/____/____

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

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

Record of Prior School Program and Academic Background

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

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

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

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

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

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

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

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

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

Student has:

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

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

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

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

_____
_____

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

Newcomer Learning Plan

Student's Name: _____ Date of Birth: _____

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

School: _____ Country of Origin: _____ Grade: _____

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

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

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

Why? _____

Years of education in the U.S: 0

Years of education outside of the U.S: _____

Transcripts : ■ Yes ☐ No

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

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

CONSENT

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

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

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

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

Parent signature _____

PLAN OF ACTION - INTERVENTIONS/RECOMMENDATIONS:

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

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

COMMENTS:

Initial Intake Interview By: _____

AUHSD ELMS Revised 11/2019

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

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

Student needs Chromebook and Internet to complete school work

Dear Team,

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

Record of Prior School (History)

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

Initial Parent Notification of Assessment Results and Program Placement

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

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

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

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

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

-Academic Counseling

-Mental Health Services Counseling

Housing/shelter

-Public assistance programs

-Health services

-Basic Needs (food, clothing, etc.)

-Other: _____

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

Anaheim Union High School District
Education Division
Plurilingual Services

DATE: Jun 11, 2024
To: ELPAC Coordinators, EL/PL Admin., EL/PL Coordinators, & ELD Dept. Chairs
From: Haydee Berber, Language Program Technician
Re: Official Summative ELPAC Testing and Training Dates for 2024/2025

The start date for the administration of the annual English Language Proficiency Assessment for California (ELPAC) is Monday, February 3, 2025. The trainings for the ELPAC will begin on the dates listed below:

Training	Training Date	Time	Location
ELPAC Coordinators/PL Overview ELPAC	Thursday, Nov 7, 2024	9:30 am-11:15 am	La Palma Room
District Sub- Assessors to prepare for ELPAC folders. LAC ONLY equipment pick up/DFA from list provided.	Tuesday and Wednesday , December 9-10, 2024	8:00am – 2:30pm	Buena Park Room
Instructional Assistants (HS) Office Hours /Confirm IA.s (optional) & Site Testing Plan	Tuesday, December 17, 2024	8:30am – 10:00am	Virtual
Instructional Assistants (JH) Office Hours/Confirm I.A. s (optional) & Site Testing Plan	Thursday, December 18, 2024	9:30am – 11:00am	Virtual
Site ELPAC Training for ELPAC Coordinator (EL-Coordinator)	Thursday, January 09, 2025	9:45 am-11:15am	La Palma Room
Instructional Assistants (HS)training	Tuesday, January 14, 2025	8:30am – 2:30pm	La Palma Room
Instructional Assistants (JH)Training	Wednesday, January 15, 2025	8:30am – 2:30pm	La Palma Room
ELPAC Makeup training	Thursday, January 16, 2025	8:30am – 2:30pm	Buena Park Room
District SUBS- ELPAC training	Friday, January 17, 2024 Tuesday, Jan 21, 2025	8:30am-12:30 pm	Buena Park Room
Mtg.PL Office Hours-Virtual	Monday, January 27- 29, 2025 Thursday, January 30, 2025*if needed	8:30am-11:00am 1:00pm-3:30pm	Virtual Virtual

***Our office assessors will train a team of sub-district assessors who will also assist with staff from school sites, for the speaking section of the ELPAC on the dates listed below.**

(SCROLL DOWN)

ELPAC District Assessors Dates to support Speaking Domain: EL'S # from TOMS Masterlist on 1.11.2025. Start Feb 3rd .

All sites new EL's numbers:

School	Dates	# of days	# of D.O. Assessors	# of EL's
Anaheim/Anaheim ILC	2/1-2/14	9	6	907
Ball	2/20-2/23	4	4	299
Brookhurst	3/01-3/6	3	3	147
CVA	2/5	1	1	9
Cypress	2/26-2/27	2	2	125
Dale	2/23-2/28	4	4	317
Gilbert-South-223 Polaris-142	2/1-2/5	3	2	365
HOPE-ALTERNATES START EARLY	01/01-4/8	Their own staff/D.O	2	77
Katella/Katella IS	2/1-2/9	7	5	634
Kennedy/Kennedy IS	2/09-2/14	2	2	143
Lexington	2/9-2/13	2	2	77
Loara	3/1-3/8	5	4	454
Magnolia	2/28-3/7	6	4	449
Orangeview	2/15-2/21	4	3	183
Oxford	2/13	1	1	1
Savanna	3/8-3/12	4	4	362
South	2/09-2/20	5	3	335
Sycamore	2/15-2/26	6	4	430
Walker	2/15	1	2	66
Western/Western ILC	2/23-2/29	5	3	382

HB-1.10.2024

Please call or email if you have any questions at ext 61211; berber_h@auhsd.us

Numbers will change monthly, as Newcomers enroll. We will modify the list prior to Feb.3rd
***Please have your assigned staff ready for ELPAC Summative/Alternate assessment with District Office Sub- Assessors for Speaking domain on these specific dates (Not always to have a full team available.)**

Procedures for Reclassification of English Learners to Fluent English Proficient

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

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

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

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

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

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

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

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

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

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

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

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

Process for Reclassification

1. ELD Leads and ELD Team generates a list of all ELs/Pls eligible for reclassification under the ELPAC criteria.
2. Students who meet the ELPAC criteria are monitored for scoring "Standards Met" or "Standards Exceeded" on the CAASPP-ELA SBAC. Students can also be reclassified with

"Nearly Met" if they have an "A" or a "B" in ELA or have a 3.0 GPA. This is an empirically established range of performance in basic skills for comparing English-proficient students (EO or IFEP) who are enrolled in the same grade as the student who is being considered for reclassification. This is also based on the research of CDE State Board of Education President Dr. Linda Darling Hamond's guidance, in her book, *Empowered Educators: How High Performing Systems Shape Teaching Quality Around the World*, a formative and summative teacher created authentic assessment is preferable to know how scholars are achieving in comparison to one another. Michael Fullan, in his book *Deep Learning: Engage the World, Change the World*, emphasizes focusing on the 6Cs of global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. Using multiple measures and using empirically established range of performance in basic skills for comparing English-proficient students (EO or IFEP) who are enrolled in the same grade as the student who is being considered for reclassification.

Criterion 4: Comparison of Performance in Basic Skills.

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

reclassification. [This is the “Nearly Met” and 3.0 or “Nearly Met” and Grade of “A” or “B” in ELA criteria.We encourage teachers to use PLC generated formative and summative assessments to make this comparison.]

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

Monitoring the Progress of Reclassified Students

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

Anaheim Union High School District
School Site
Plurilingual Services Department

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

Student Name: _____ ID#: _____ School: _____

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

Criteria: **Verification:**

Part I - Assessment of Language Proficiency

A. ELPAC Overall Score 4 Overall Proficiency Level: _____ Date: _____

Part II - Teacher Evaluation

B. Student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English ELA/ELD Teacher Signature: _____

C. OPTEL

Part III - Parent Opinion and Consultation

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

Part IV - Academic Performance

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

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

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

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

Recommendation:

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

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

English Learner Administrator: _____ Counselor: _____

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

Reclassification Date: ____/____/____

Distribution: Original: Cumulative Record Copy: Parent/Guardian Copy: Plurilingual Services Department

Revised 04/11/24

Anaheim Union High School District
Plurilingual Services

Language Reclassification Consideration
Parent Invitation to Participate in Process

School: _____ **Date: _____**

Student's Name: _____

Dear Parent/Guardian,

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

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

Date: _____

Time: _____

Place: _____

Contact person: _____

Phone: _____

Sincerely,

_____
English Learner Administrator

Anaheim Union High School District
Plurilingual Services
Explanation of Reclassification Criteria

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

Part I – Assessment of Language Proficiency

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

Part II – Teacher Evaluation Criteria

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

Part III – Parent Opinion and Consultation

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

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

Part IV – Performance in Basic Skills Criteria

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

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

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

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

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

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

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

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

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

Also to consider:

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

Rationale:

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

Reference:

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

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

School Site Name
Plurilingual Services
School Year 2023-2024

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

Student Name: _____ **ID#:** _____ **School:** _____

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

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

Criteria	Verification

Part I – Assessment of Language Proficiency

A. **ELPAC Overall Level** — **Overall Proficiency level:** _____ **Date:** _____

Alternate ELPAC Overall Level — **Overall Proficiency level:** _____ **Date:** _____

B. **For SWDs, has student demonstrated an appropriate level of English Language Proficiency commensurate with their abilities when compared to English proficient students with similar disabilities?** **Yes** ☐ **No** ☐

Part II – Teacher Evaluation

A. **For SWDs, has a student demonstrated an appropriate level of academic performance commensurate with their abilities when compared to English proficient students with similar disabilities in the same grade level?** **Yes** ☐ **No** ☐

B. **Reclassification Committee Rationale**

Reclassification Team may conclude that the student's low performance is due to factors other than second language acquisition. Therefore, the student may be reclassified to Fluent English Proficient (R-FEP). *Rationale form must be attached to this form.*

Part III – Parent Opinion and Consultation

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

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

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

Distribution: Original: Cumulative Record Copy: Parent/Guardian Copy: Language Assessment Center Revised 4/18/24 RB

RECOMMENDATION:

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

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

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

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

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

Parent Letter Sent: _____/____/_____

Reclassification Date: ____/_____/_____

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

☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

School:

Student Name: ID:

DOB: GR: HL: LF:

Special Programs: ☐ SWD ☐ DLA ☐ AVID

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

Stu Status: R-FEP Date:

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

Current Grades: ELA: Math: Current Toal GPA:

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

Most Current ELPAC Date: Grade:

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

Comments regarding factors affecting student's achievement:

_____

_____

_____

Analysis of the above data demonstrates that the student is:

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

☐ Not progressing satisfactorily ☐ Not progressing satisfactorily in standardized testing

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

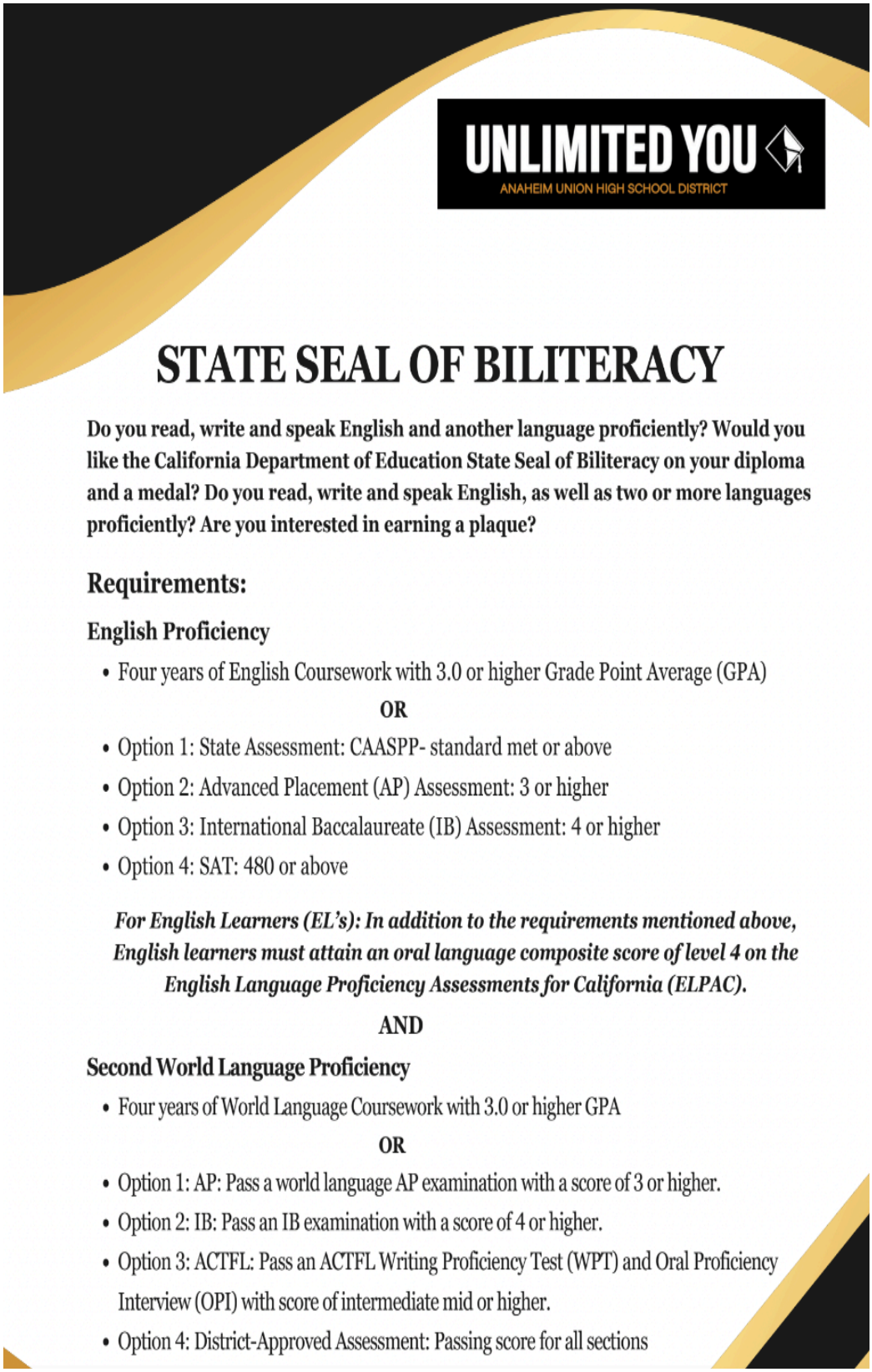
☐ Check student's assignment planner ☐ Parent Contact by phone/in person

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

☐ AERIES parent connection ☐ At-risk counseling by counselor

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

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


UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT
STATE SEAL OF BILITERACY
Do you read, write and speak English and another language proficiently? Would you like the California Department of Education State Seal of Biliteracy on your diploma and a medal? Do you read, write and speak English, as well as two or more languages proficiently? Are you interested in earning a plaque?
Requirements:
English Proficiency
• Four years of English Coursework with 3.0 or higher Grade Point Average (GPA)
OR
• Option 1: State Assessment: CAASPP- standard met or above
• Option 2: Advanced Placement (AP) Assessment: 3 or higher
• Option 3: International Baccalaureate (IB) Assessment: 4 or higher
• Option 4: SAT: 480 or above
For English Learners (EL's): In addition to the requirements mentioned above, English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).
AND
Second World Language Proficiency
• Four years of World Language Coursework with 3.0 or higher GPA
OR
• Option 1: AP: Pass a world language AP examination with a score of 3 or higher.
• Option 2: IB: Pass an IB examination with a score of 4 or higher.
• Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with score of intermediate mid or higher.
• Option 4: District-Approved Assessment: Passing score for all sections

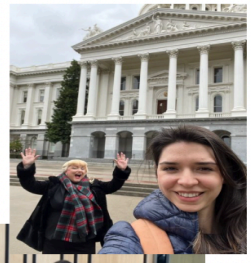
UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

AUHSD Seal of Biliteracy 2022-2023

Timeline and Checklist of Procedures

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

Seal of Biliteracy



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

Regular Session: Education,
Wednesday, March 29, 2023

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

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

California Department of Education
BILITERACY PATHWAY RECOGNITIONS

Biliteracy Program Participation Recognition:

The Biliteracy Program Participation Recognition certifies growth by a junior high school student in one or more languages, in addition to English, and certifies that the student completing this grade level has participated in a program that includes:

- Participating in a program where students are exposed to English and have the opportunity to develop proficiency in English (reading, writing, listening, and speaking).
- Participating in a program that provides students with the opportunity to develop proficiency in a language in addition to English (including reading, writing, listening, and speaking, or all the modalities that exist in the language), including but not limited to:
  - DLI
  - Transitional Bilingual
  - Developmental Bilingual
  - Heritage Language
  - FLEX
  - FLES
- Participating in a community multilingual opportunity (for example, a tribal or community center language program designed for students recovering a heritage language) that provides the opportunity to develop proficiency in reading, writing, listening, and speaking, or all the modalities that exist in the language.

Home Language Development Recognition:

The Home Language Development Recognition may be awarded to a junior high school student who is provided with opportunities to maintain and/or develop the home language. The parent, guardian, or caregiver of the student completing this grade level certifies that: The student has had exposure to and opportunities to maintain and/or develop the home language demonstrated through:

- Regularly participating in age appropriate activities in the home language that including reading, writing, listening and speaking (or all of the modalities that exist in the language, including signing and interpreting signed language for ASL) in the home language.

Biliteracy Attainment Recognition:

The Biliteracy Attainment Recognition certifies attainment of a developing level of proficiency by a junior high student in one or more languages, in addition to English, and certifies that the student completing this grade level meets all of the following criteria:

Growth in English proficiency demonstrated through one of the following methods:

- Method One: CAASPP-Passing the CAASPP for English language arts, or any successor test, administered in grade eight, at or above the "Standard Nearly Met"
- Method Two: English Language Arts Coursework with an overall grade point average of 2.0 or above in those classes.
- Method Three: ELPAC- demonstrating English proficiency on the ELPAC, in middle school. Or attain a score that demonstrates an increase of one level or more from the score earned during the previous year on the ELPAC in junior high school.
- Method Four: Portfolio-Demonstrate grade-level proficiency or growth toward proficiency in English by submitting a portfolio that includes reading, writing, listening, and speaking in English. The portfolio requirements are determined by the school, district, and/or county office of education.

Growth in proficiency in the world language in addition to English, demonstrated through either of the following methods:

- Method One: Local Assessment-Reading, writing, listening, and speaking proficiency in a language in addition to English, or progress towards proficiency, as measured by a district-approved assessment.
- Method Two: Portfolio- Demonstrate proficiency or growth in a language in addition to English by submitting a portfolio that demonstrates grade-level proficiency or growth toward proficiency in reading, writing, listening, and speaking (or all of the modalities that exist in the language). The portfolio requirements are determined by the school, district, and/or county office of education.

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

California Department of Education
BILITERACY PATHWAY RECOGNITIONS

Biliteracy Program Participation Recognition:

The Biliteracy Program Participation Recognition certifies growth by a junior high school student in one or more languages, in addition to English, and certifies that the student completing this grade level has participated in a program that includes:

- Participating in a program where students are exposed to English and have the opportunity to develop proficiency in English (reading, writing, listening, and speaking).
- Participating in a program that provides students with the opportunity to develop proficiency in a language in addition to English (including reading, writing, listening, and speaking, or all the modalities that exist in the language), including but not limited to:
  - DLI
  - Transitional Bilingual
  - Developmental Bilingual
  - Heritage Language
  - FLEX
  - FLES
- Participating in a community multilingual opportunity (for example, a tribal or community center language program designed for students recovering a heritage language) that provides the opportunity to develop proficiency in reading, writing, listening, and speaking, or all the modalities that exist in the language.

Home Language Development Recognition:

The Home Language Development Recognition may be awarded to a junior high school student who is provided with opportunities to maintain and/or develop the home language. The parent, guardian, or caregiver of the student completing this grade level certifies that: The student has had exposure to and opportunities to maintain and/or develop the home language demonstrated through:

- Regularly participating in age appropriate activities in the home language that including reading, writing, listening and speaking (or all of the modalities that exist in the language, including signing and interpreting signed language for ASL) in the home language.

Biliteracy Attainment Recognition:

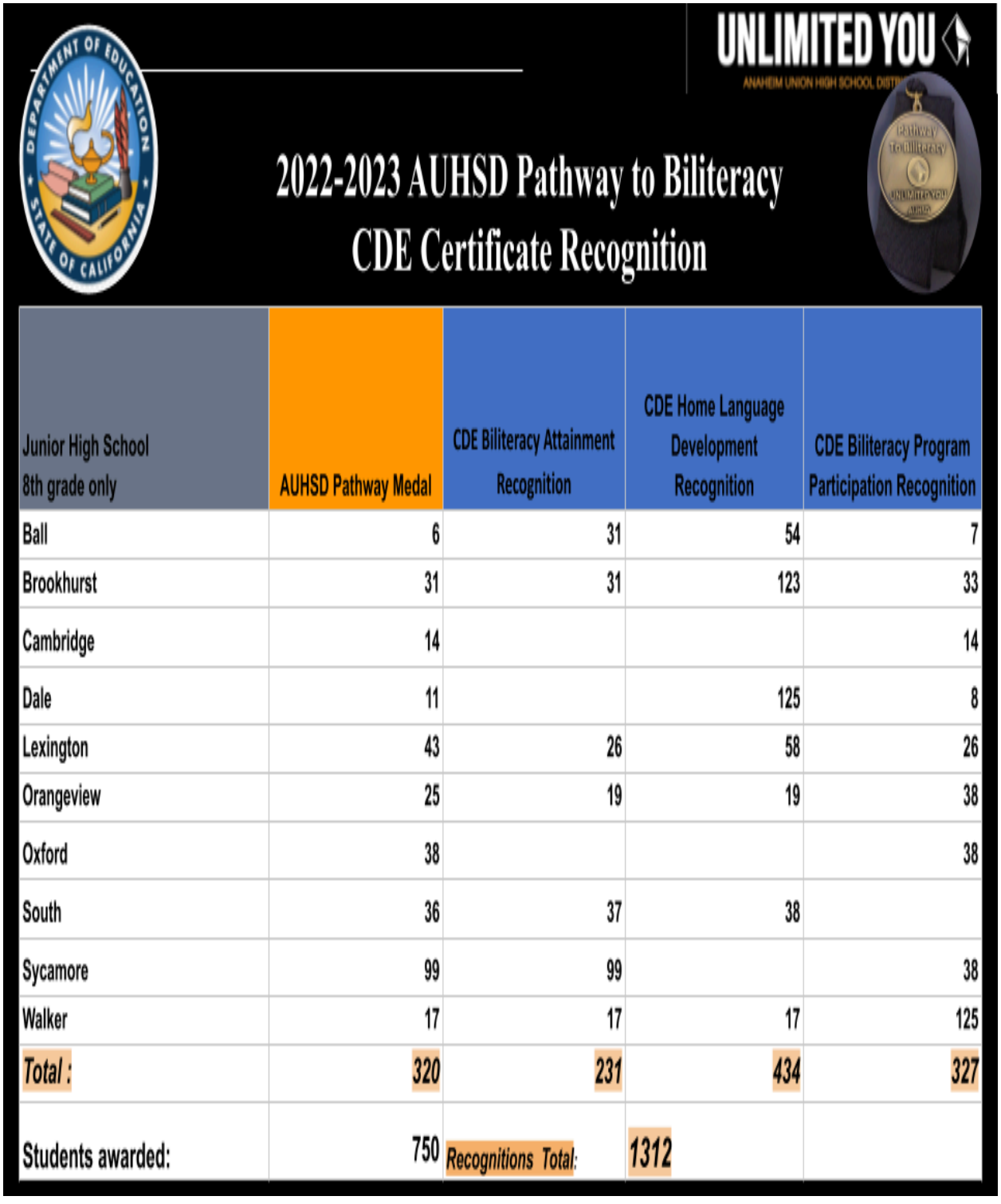
The Biliteracy Attainment Recognition certifies attainment of a developing level of proficiency by a junior high student in one or more languages, in addition to English, and certifies that the student completing this grade level meets all of the following criteria:

Growth in English proficiency demonstrated through one of the following methods:

- Method One: CAASPP-Passing the CAASPP for English language arts, or any successor test, administered in grade eight, at or above the "Standard Nearly Met"
- Method Two: English Language Arts Coursework with an overall grade point average of 2.0 or above in those classes.
- Method Three: ELPAC- demonstrating English proficiency on the ELPAC, in middle school. Or attain a score that demonstrates an increase of one level or more from the score earned during the previous year on the ELPAC in junior high school.
- Method Four: Portfolio-Demonstrate grade-level proficiency or growth toward proficiency in English by submitting a portfolio that includes reading, writing, listening, and speaking in English. The portfolio requirements are determined by the school, district, and/or county office of education.

Growth in proficiency in the world language in addition to English, demonstrated through either of the following methods:

- Method One: Local Assessment-Reading, writing, listening, and speaking proficiency in a language in addition to English, or progress towards proficiency, as measured by a district-approved assessment.
- Method Two: Portfolio- Demonstrate proficiency or growth in a language in addition to English by submitting a portfolio that demonstrates grade-level proficiency or growth toward proficiency in reading, writing, listening, and speaking (or all of the modalities that exist in the language). The portfolio requirements are determined by the school, district, and/or county office of education.



Junior High School 8th grade only	AUHSD Pathway Medal	CDE Biliteracy Attainment Recognition	CDE Home Language Development Recognition	CDE Biliteracy Program Participation Recognition
Ball	6	31	54	7
Brookhurst	31	31	123	33
Cambridge	14			14
Dale	11		125	8
Lexington	43	26	58	26
Orangeview	25	19	19	38
Oxford	38			38
South	36	37	38	
Sycamore	99	99		38
Walker	17	17	17	125
Total :	*320*	*231*	*434*	*327*
Students awarded:	750	*Recognitions Total:*	*1312*	

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

2022-2023 State Seal of Biliteracy

HighSchool :	Biliteracy	Language	Triliteracy
Anaheim High School	136	Spanish, French	
Cambridge Virtual Academy	7	Mandarin, Spanish	
Cypress High School	232	Arabic, ASL, Mandarin, French, Korean, Sinhala, Spanish, Tamil, Vietnamese	16
Gilbert High School	3	Spanish	
Katella High School	155	Spanish, French, Tagalog, Vietnamese	8
Katella IS	1	Spanish	
Kennedy High School	124	Arabic, Mandarin, Spanish, French, Hindi, Korean Tagalog, Vietnamese	8
Kennedy IS	2	Spanish	
Loara High School	48	Spanish, French, Vietnamese	2
Magnolia High School	50	Spanish, French, Portuguese, Vietnamese	10
Oxford Academy	164	Mandarin, Gujarati, Hindi, Korean, Malayaman, Spanish, Vietnamese	30
Savanna High School	82	Mandarin, Spanish, French, Korean, Tagalog, Vietnamese	10
Western High School	79	Arabic, ASL, Mandarin, Farsi, Spanish, French, Japanese, Tagalog, Vietnamese	16
Grand Total	1083		100

Chapter 3

Family and Community Engagement (FACE) & Empowerment

Chapter Overview

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

Fundamental Concepts

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

Components

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

What is Family Engagement?

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

Family Engagement Activities

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

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

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

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

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

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

The Stages of Immigrant Involvement

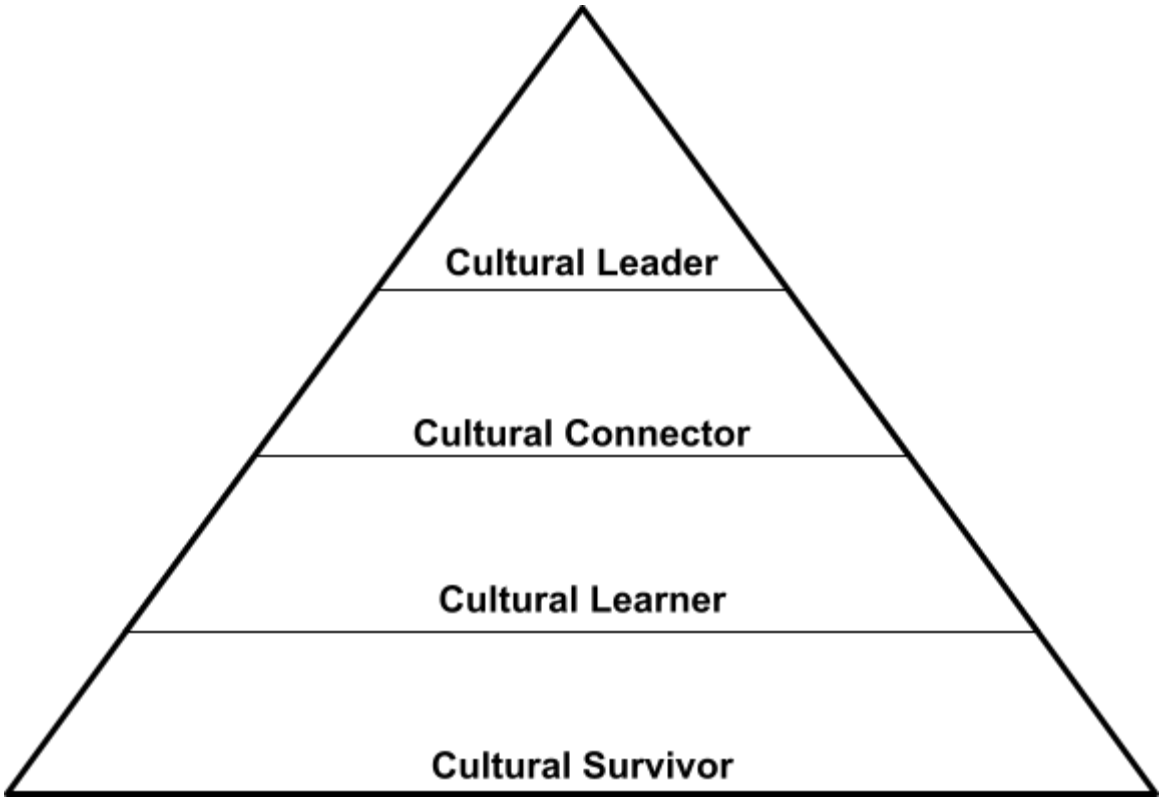


Figure 3 - 1: *The Stages of Immigrant Involvement. (Adapted from Santana, Rothstein, and Bain, 2016)*

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

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

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

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

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

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

Strategies for Supporting Newcomer Students and Their Families

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

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

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

Communication with Parents/Guardians and Families

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

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

Translators and Interpreters

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

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

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

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

Strategies for Communicating with Families

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

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

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

Parent Advisory Committees

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

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

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

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

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

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

ELAC & DELAC

English Learner Advisory Committee (ELAC)

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

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

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

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

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

District English Learner Advisory Committee (DELAC)

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

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

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

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

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

District English Learner Advisory Committee Executive Board Officers 2023-24

Family Support

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

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

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

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

Engagement in Virtual World

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

Virtual Parent Leadership Academy

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

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

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

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

District English Learner Advisory Committee

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

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

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

2023-24 AUHSD DELAC Meeting

2023-24 AUHSD DELAC Meeting

2023-24 AUHSD DELAC Meeting

Chapter 4

Effective Instruction for English Learners

Chapter Overview

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

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

Culturally and Linguistically Responsive Pedagogy

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

Intellectually Rich Instructional Pathway

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

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

Typologies of ELs

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

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

Table 4 - 1: EL Typologies

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

Instructional Program Options: Structured English Immersion

ELD and ELD Literacy Support for Newcomers

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

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

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

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

ELA Courses with embedded Designated ELD

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

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

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

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

Supplemental Support Courses for English Learners:

ELM

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

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

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

Language and Literacy for ELs

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

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

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

AVID Excel

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

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

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

Dual Language Options

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

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

Integrated ELD

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

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

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

Content Area Resource to Support Integrated ELD

ELD Standards with Recommended Activities and Strategies

Table 1

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

Table 2

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

Proficiency Levels:

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

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

Enrichment Opportunities

Summer Language Academy

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

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

Saturday Language Academy

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

Classroom Composition

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

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

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

References

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

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

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

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

Chapter 5

Inclusive Understanding of Languaging (IUL)
ALL LANGUAGE LEARNERS

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

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

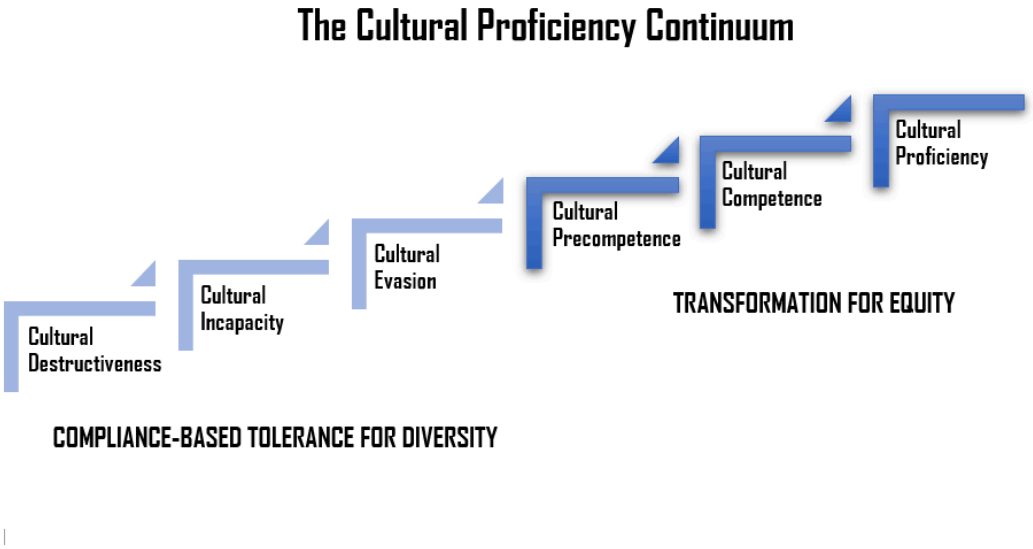
IUL calls for a broader understanding of concepts such as language proficiency, academic language, competency, full control among others. Using inclusive lenses when examining and comprehending languaging begins by acknowledging and including each student's linguistic repertoire as a multilayered and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

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

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

Cultural Proficiency Continuum

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



2024 AUHSD Plurilingual Master Plan: A Living Document

Chapter 6

Professional Learning and Leadership Development

Chapter Overview

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

Professional Learning Philosophy

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

Teacher Professional Learning

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

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

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

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

Reflective Learning Walks

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

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

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

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

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

Multilingual Learner Shadowing

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

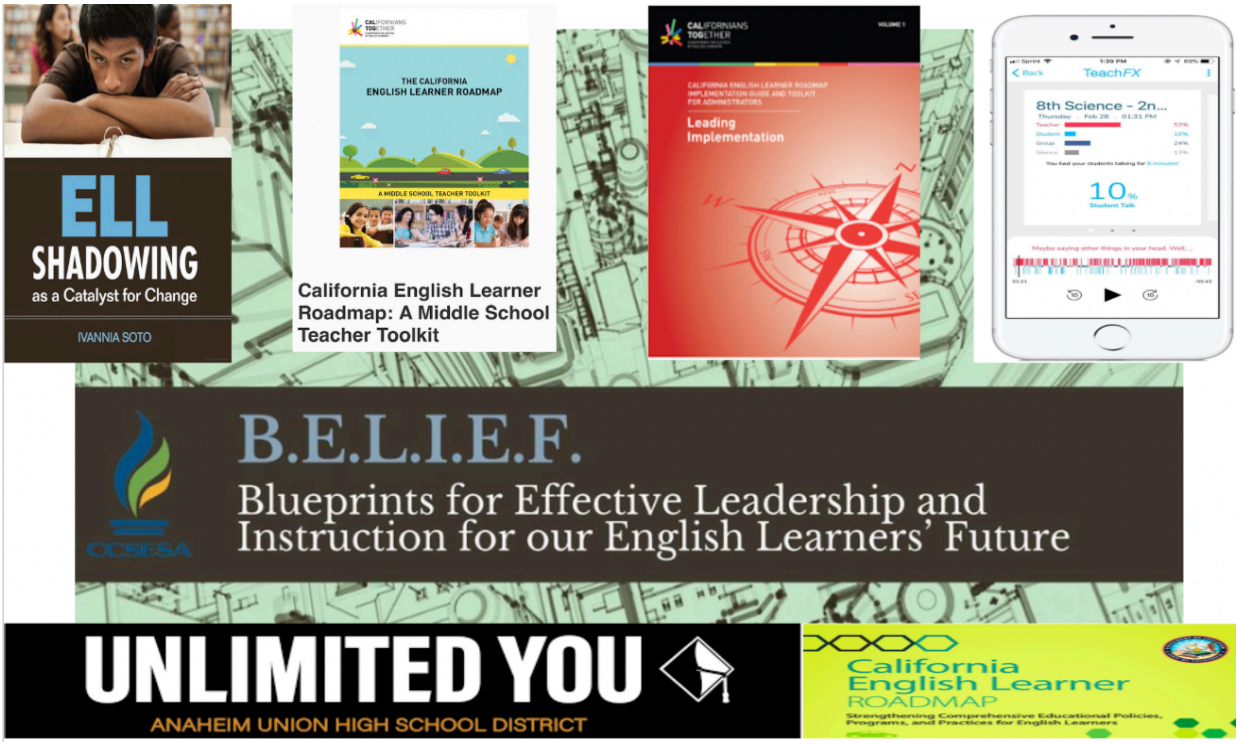
Teacher leaders, including the 5Cs Coaches, are trained in facilitating MLL Shadow as a way to provide teachers with the opportunity to experience what a ML scholar experiences in the classroom. This powerful, robust professional learning experience focuses on student oral academic discourse and academic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

California EL Roadmap

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

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

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



Chapter 7

Ensuring Effective Practices: Program Evaluation, Monitoring, and Accountability

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

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

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

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

Interventions for ELs include but are not limited to:

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

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

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

Education Monitoring Team (EMT) Summary

Date of Meeting: Team Members:

Student: Grade: Birthdate: Gender:

Parent / Guardian:

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

Follow-up Date: _____ Team Member: _____

Anaheim Union High School District

English Learner Progress Monitoring Tool

Savanna High School (2021-2022)

Plurilingual (PL) Services

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

Student Name/ID

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

Plan for PL/EL Success Monitoring using LLMF

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

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

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

Required Action:

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

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

Possible Email Verbiage:

Dear Teachers,

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

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

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

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

English Learner and Multilingual Services
2023-2024

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

				ELPAC training, administers to ELD students.	class. Attends ELPAC training, administers to ELD students.
ELAC 6-8 site meetings per year (varies at sites evenings/daytime)	Coordinates/schedules meetings and nominations. Assists with training parents in ELAC roles. Works with parents in planning agenda. Disseminates information to parents. Attend a meeting. Uploads agendas, minutes, and sign-in sheets into District Drive. Plans/assists with EL awards celebrations.	Assists administrator with planning. Attends meetings. Assists and attends site EL awards celebrations.		Invited to attend. Disseminates information to students and parents. Plans/assists with EL awards celebrations.	Invited to attend. Disseminates information to students and parents. Attends EL awards celebrations (optional)
DELAC 6-8 district meetings per year (evenings/ daytime)	Assists with attendance of parents and staff. Site representation at meetings shared by site administration and/or EL Coordinator. Attends yearly DELAC/ELAC training with DELAC and ELAC Boards.	Coordinates attendance with parents and staff. Site representation at meetings shared by site administration and/or EL Coordinator. Attends yearly DELAC/ELAC training with DELAC and ELAC Boards.		Invited to attend.	
Reclassification October-December	Coordinates/facilitates organization of site Reclassification Committee. Organizes parent meetings with EL Coordinator. Supports in collection of	Participate in Reclassification Committee. Works with LAC in identification of student candidates. Processes forms and letters.	Invited to participate on committee to discuss assigned students.	Participates on committee. Collects and provides input to the	Invited to participate and provide input. Integrated ELD teachers (content area) are invited to participate.

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

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

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

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

Implementation, Monitoring and Revision of Title III Plan

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

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

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

EL Program Inclusion in SPSA Development (school-wide)

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

Title III Inventory

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

FUNDING

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

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

General Fund Resources

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

Categorical Funds

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

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

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

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

Evaluation of English Learner/Plurilingual Program Effectiveness

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

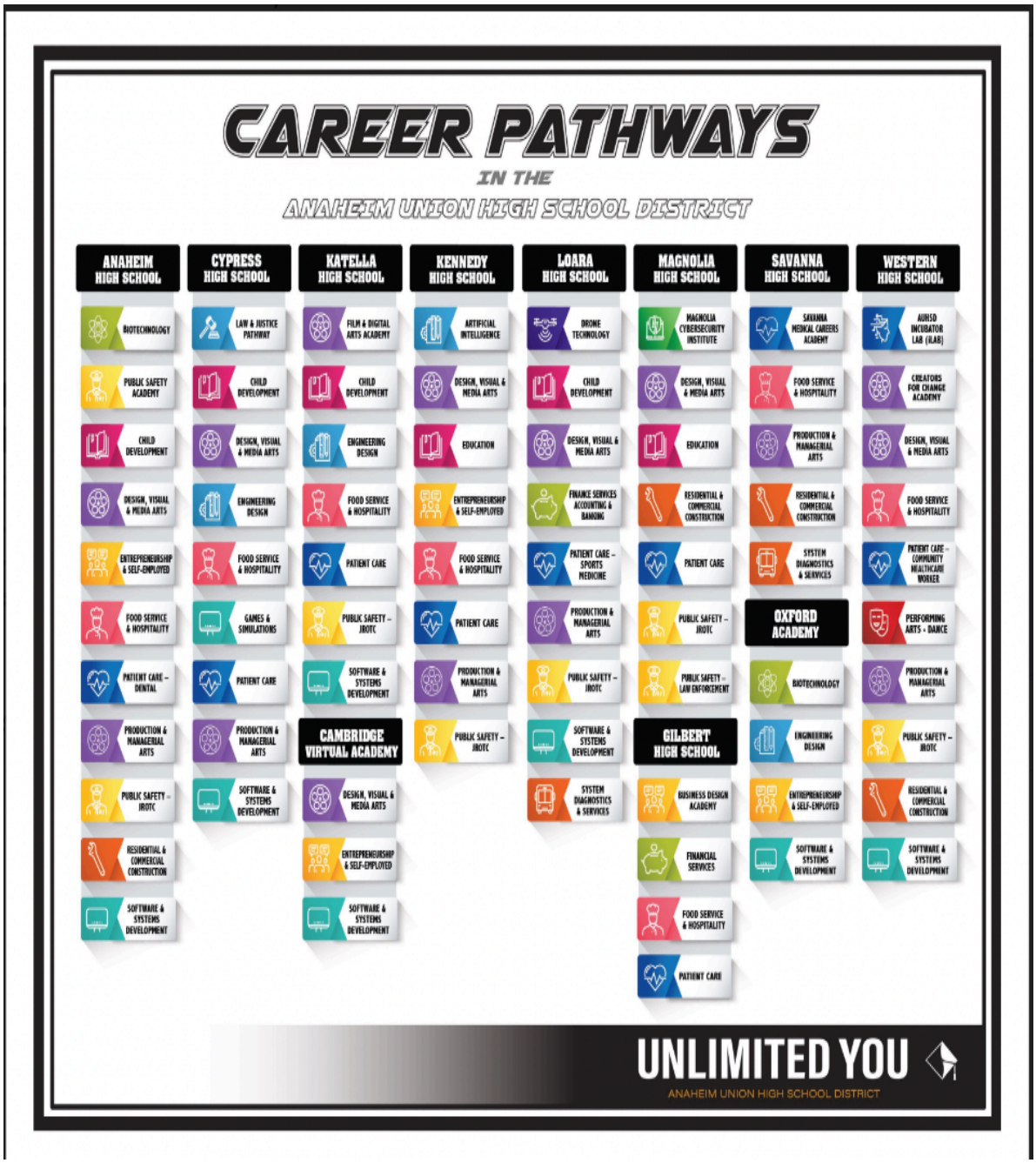
Each year the district will measure the progress of each EL/PL toward goals 1-5. Data will be disaggregated and used to measure these goals in the following ways:
● By ELPAC proficiency level
● By years in U.S. schools
● By program participation (including all components of the Career Preparedness Systems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

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

Chapter 8

Sample Pathways and Programs

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



Language Explorers an Enrichment Program

Summer Language Academy and Saturday Language Academy for
Emergent Plurilingual Scholars

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

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

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

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

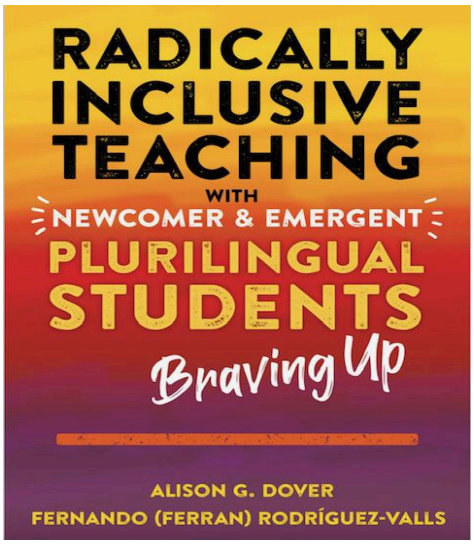
The innovative and exemplary Summer Language Academy is the first in California. The AUHSD SLA was honored with the 2018 Orange County Department of Education "Cultural and Linguistic Responsiveness" Award. SLA hosts a yearly open house and tour. Districts all over California visit the program. As a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

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

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

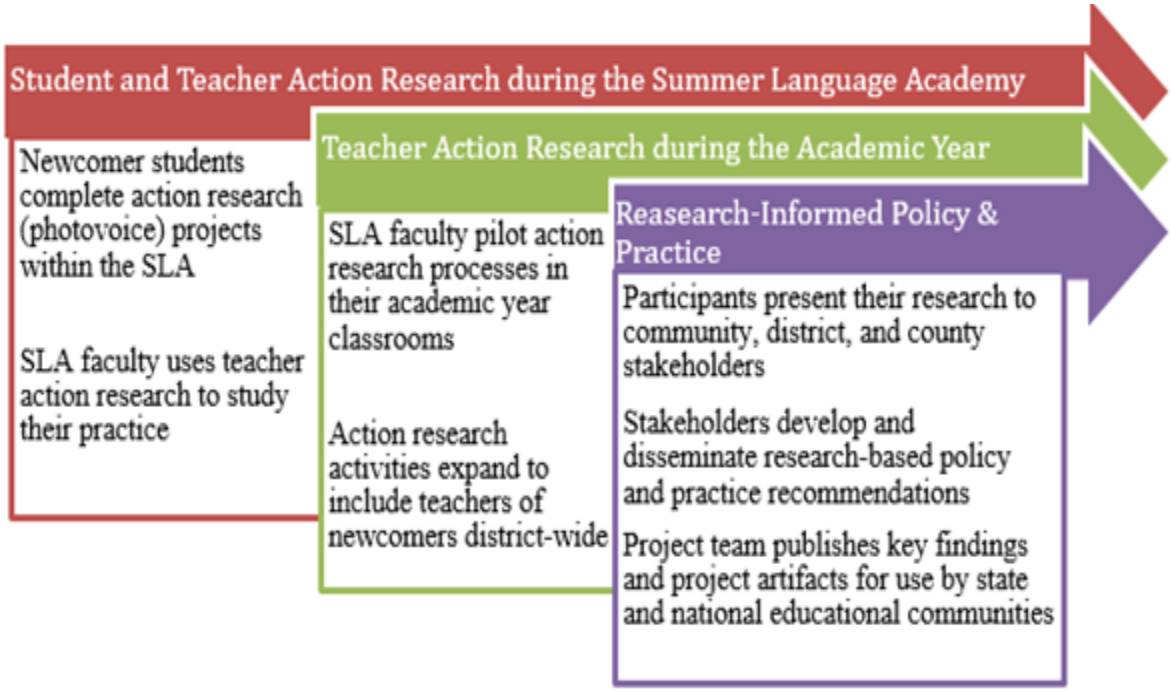
-Brian O'Neal, President, AUHSD Board of Trustees

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

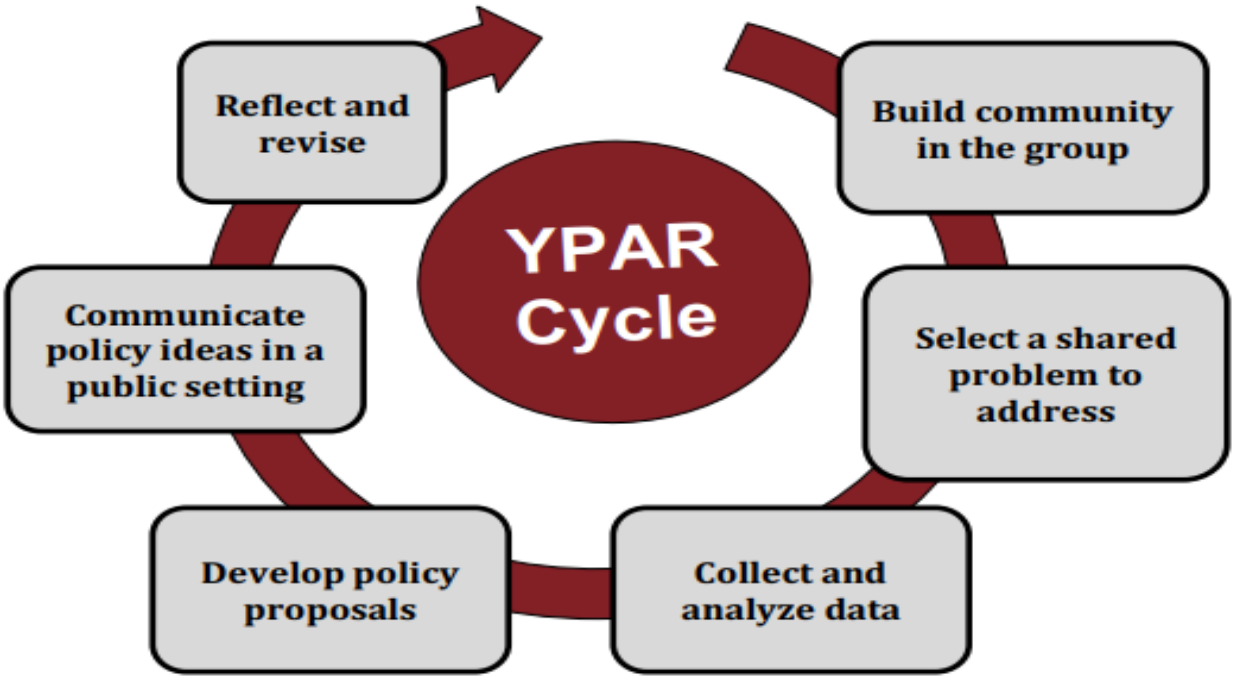


AUHSD scholars, staff and Superintendent Michael Matsuda are featured throughout the book *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up* published by Teachers College Press.

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

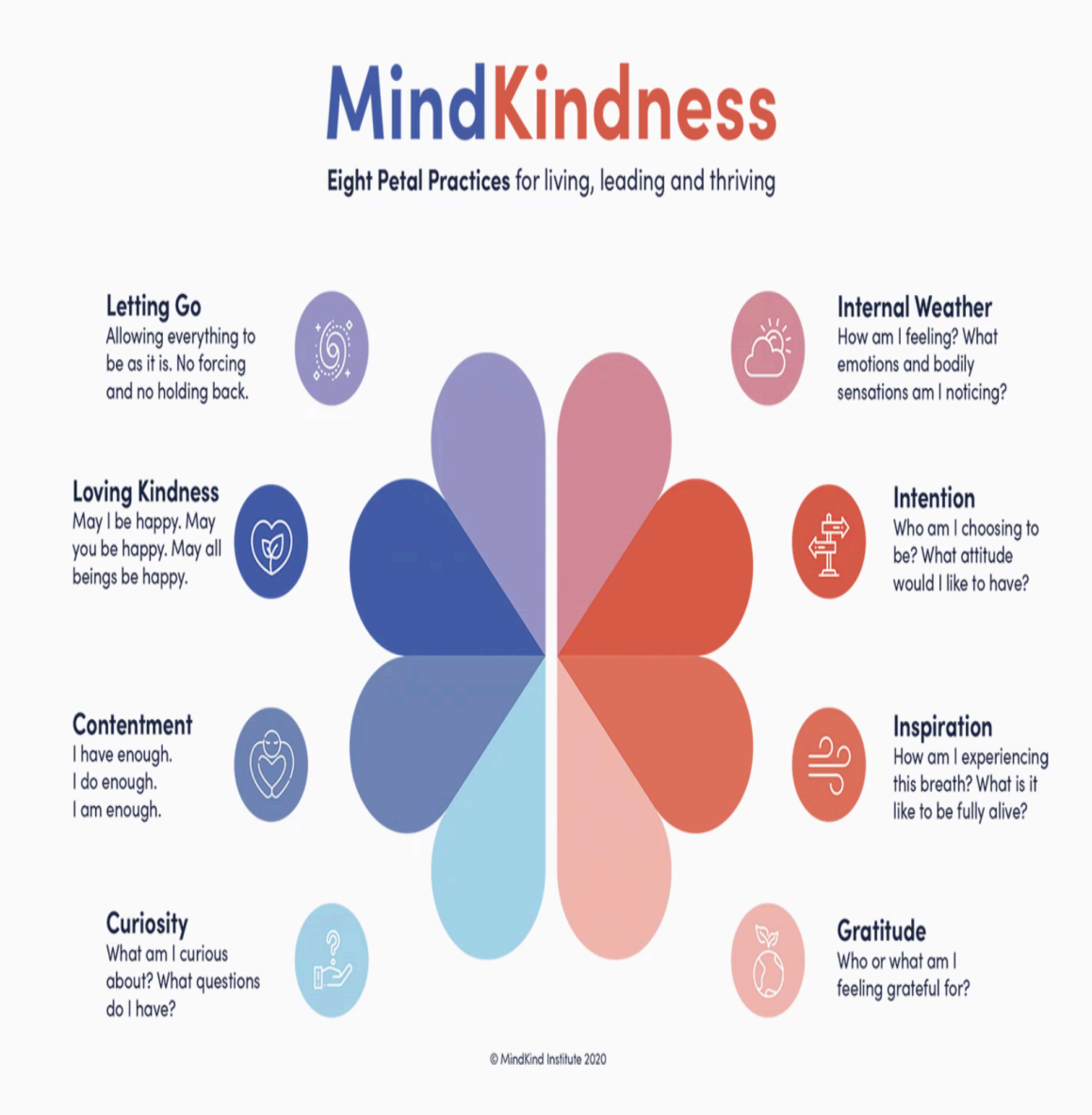


Project LEARN, Summer Language Academy and Saturday Language Academy all integrate YPAR to actively engage students as researchers, problem solvers, critical thinkers with agency, voice and purpose acting as positive change agents in their own communities.



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

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



Appendix A: Commonly Used Abbreviations

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

Appendix B: Career Preparedness Systems Framework

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

Executive Summary:

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

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

CPSF Training Lab would involve up to five cohort districts/communities each year to learn the CPSF model from AUHSD leaders and educators in Anaheim and implement the framework in their communities, sharing best practices and challenges with one another along the implementation journey.

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

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

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

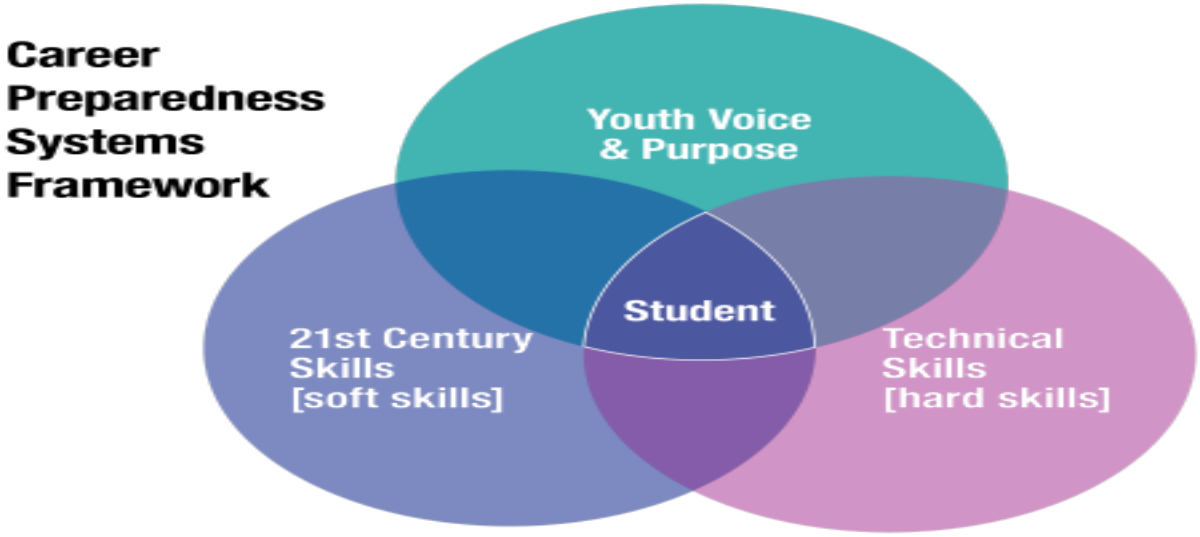
- Students who complete a rigorous academic core coupled with a career concentration have test scores that equal or exceed “college prep” students; are more likely to pursue postsecondary education; have a higher grade point average (GPA) in college; and are less likely to drop out the first year of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

However, there are still challenges to successful CTE in schools and missed opportunities due to disjointed CTE frameworks and instructional approaches, lack of alignment between educators, counselors and community resources like Community Colleges and large employers, shortage of interesting and relevant career pathways

and courses for students, internships, and the failure to put student voice and purpose at the center of 21st Century Skill building. In the current mishmash of CTE strategies in districts across California, students are not receiving long term, coordinated support from their teachers, counselors, and community in building their post-secondary futures, and too many community members still view CTE as an "extra" and not related to subjects such as Math, English, Science, and Social Studies. Also, many district administrators fail to foster student centered learning environments where young people can pursue their learning and work passions, explore topics and projects cooperatively with peers, and share their opinions on civic issues in constructive, thoughtful ways. This intersection of academic skills, workforce skills, and civic skills is where every district can boost success and improve student long term outcomes. What is needed to make this happen is an improved CTE framework and training, materials, and planning time for district leaders, educators, and community partners to build and implement this innovative strategy in their local communities.

Policy Recommendation -->

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



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

There are numerous, innovative features to the Anaheim CPSF strategy. Some of these include:

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

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

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

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

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

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

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

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

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

The CPSF Framework -- >

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

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

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

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

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

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

district educators and leaders a chance to learn from Anaheim CTE leaders who are "on the ground", and the CPSF Training Lab would provide opportunities for like minded educators to share new ideas and successes while troubleshooting obstacles.

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

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

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

YEAR 1

1st Phase-- **Developing the CPSF Toolkit, the Learning Lab, and identify a Pilot District**

In this phase, AUHSD will hire a CPSF Lab executive director to guide this overall strategy and partner her/him with key AUHSD staff, leaders, and partners who will guide the overall project and build the CPSF toolkit, training and coaching plan for the CPSF Lab, and recruit and select pilot district.

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

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

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

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

YEAR 2

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

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

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

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

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

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

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

Since the pandemic began, California has experienced massive economic upheaval and unemployment, and families and communities are suffering. Many of the jobs that have disappeared will not return after the pandemic is over, and the need to train young people for the jobs of the future will have added urgency. The Anaheim Career

Preparedness Systems Framework is a tool and a model that can catalyze improvement in our middle and high schools and our workforce development systems across the state. Districts and communities simply need the framework, tools, training, and inspiration to make this change and develop stronger workers, lifelong learners, and community leaders.

Appendix -- >

Contents:

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

A) Anaheim Union High School District Background & Demographic Info

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

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

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

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

diverse 21st century economy. AUHSD leads Orange County in Seal of Biliteracy awards averaging over 1,000 annually.

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

B) Biographies of key CPSF Initiative Leaders

Supt. Michael Matsuda Bio

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

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

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

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

recession.

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

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

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

Manuel Colón Biography

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

Colón, Manuel. 2000. “Spanish literacy and the academic success of Latino high school students: Code Switching as a classroom resource.” *Foreign Language Annals* 33: 498-511. García, Eugene and Colón, Manuel. 1995. Interactive journals in bilingual classrooms: An analysis of language transition. *Discourse Process* 19, 39-56. Poem published in teaching tools video for Spanish textbook !Dime! Pasaporte al mundo 21. D.C. Heath, 1994. Finally, Mr. Colón has been married and has a son and a daughter.

C) List of Anaheim Collaborative Partners

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

D) Relevant Articles on AUHSD innovation and leadership

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

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

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

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

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

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

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

E) Letters of Support from Community Partners

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

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

21st Century Skills (Soft skills) -- 21st Century/Soft skills, also called "power" or "life" skills are skills that are needed for a person to be successful on the job and navigating a career or more likely, multiple careers that are increasingly dependent on hybrid and virtual work platforms. They are transferable and rooted in all industries. Soft skills include the development of emotional and relational intelligence, collaboration, to critically think and to self-reflect, to be innovative and creative, to demonstrate time and project management, as well as to communicate effectively both in speaking and writing. Schools should demonstrate evidence that soft skills are embedded in instructional practice across the curriculum every day for every student.

Student Voice & Purpose -- Purpose and student voice are rooted in development and affirmation of a student's identity and motivation. It is strongly contingent on establishment of a healthy, inclusive, compassionate school culture that intentionally mitigates implicit bias and institutional racism. It is vitally important that students develop purpose in their own education. Education should not be something "done" to students, i.e. given irrelevant assessments or given assignments with little regard to differentiation in instruction. Student purpose happens when learning occurs through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student purpose gives students voice and often, choice, in how they learn and what interests them.

Cultivation of student purpose and voice is vital to build on student interests into a career pathway. Instructional practices that develop authentic student voice will help foster connections with career choices. Mental health is a vital component of soft skills and student voice, and schools should have adequate staffing supporting mental health including: counselors, social workers, and school psychologists.

Pedagogical approaches that best address student purpose and development of voice include: Project Based Learning, civic engagement activities in-class, TED talk-like activities in-class, mindfulness, access to world languages to build multilingualism, and courses that intentionally integrate ethnic studies and culturally relevant teaching that affirms identity, as well as develops authentic student voice. Schools should therefore, demonstrate that teachers have been adequately trained in PBL, civic engagement, culturally relevant pedagogy, implicit bias, inquiry based learning, and performance task assessments. Additionally, students should have exposure to a wide, varied curriculum allowing them to explore and cultivate interest and motivation in careers and activities.

Is it time to rename 'soft' and 'hard' skills? **October 1, 2013 | skills-- Liz Abinante (http://lizabinante.com/)**

Appendix C: CPSF/Plurilingual Services Evaluation

Plurilingual Services CPSF Evaluation 2022-23
Dr. Renae Bryant

We will never transform the prevailing system of management without transforming our prevailing system of education. They are the same system.-E. Deming, The New Economics for Industry, Government and Education

Multilingual Services: Becoming A Learning Department

The Career Preparedness Systems Framework, designed in Anaheim Union High School District, puts the learner at the center of voice and purpose, 21st century skills (soft skills) and technical skills (hard skills) (Matsuda, 2021). AUHSD is focused on becoming a learning organization with staff using the leadership practices of The Fifth Discipline by Peter M. Senge: personal mastery, shared vision, mental models, team learning and systems thinking (Senge, 2006). The AUHSD Multilingual Services department is committed to becoming learning department focused on increasing access, equity/justice, and success of our scholars/learners through the implementation of the Career Preparedness Systems Framework (CPSF) in the three main areas of the department: 1) English Language Development, 2) World Languages, and 3) Dual Language Immersion.

The Multilingual Services Department will realign our vision, professional learning, training and meetings to the new vision, mission and values of AUHSD and CPSF. Inherent in this commitment will be the Wildly Important Goals (WIGS) of youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills); as well as intentionally building the capacity of all learners (scholars, staff, families and community) around personal mastery, shared vision, mental models, team learning and systems thinking (Senge, McCabe, Lucas, Smith, Dutton &

Kleiner, 2012). We will continue our mindfulness practice at the beginning of every meeting, modeling the way for others to do so in their meetings. As a department we will write new emotional intelligence goals for 2021-2022 and work with accountability partners. In 2021-2022 the department will focus on building capacity around *The Fifth Discipline, Schools That Learn* and *Multipliers Effect.*

English Language Development

In the area of English Language Development, both integrated and designated, the CPSF will be crosswalked with the English Learner Road Map. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from the California English Learner Roadmap Implementation Guide and Toolkit for Administrators and the EL Roadmap Teacher Toolkits will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for English Learners/emergent bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD. Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more (Matsuda, 2021). The focus on 21st century skills (trending skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved with integrated and designated ELD, the content, and access to career pathways and Anaheim Innovative Mentoring Experience (AIME). In an effort to demonstrate team learning, Multilingual Services will continue to work with Special Youth Services to integrate the guidance for reclassifying ELs with disabilities using the *California Practitioners' Guide for Educating English Learners with Disabilities*. We will continue to work with Amanda Bean, Director of CPSF, to update our ELD 1, 2, and 3 courses so that students can earn A-G for any one of the courses they take. We will also work diligently to be sure that our ELs leaving ELD 3 are placed in grade appropriate English Language Arts, instead of placing them in 9th grade ELA regardless of their grade level, which was a practice that pre-existed my leadership and denied access to grade level content. This will no longer be practiced. Communication has occurred with the ELD Department Chairs, counselors and administrators. In an effort to help our students become globally competent citizens we will provide professional learning within our ELD Department Chair or EL Administrator, EL Coordinator and EL Program Chair meetings on the Four Domains of Global Competence using *Educating for Global Competence: Preparing Our Youth to Engage the World* and build capacity through the recently published free text, *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020).

Each year I am contacted by numerous districts to mentor them to create systemness in service of the emergent bilinguals. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

World Languages

In the area of World Languages the CPSF will be crosswalked with the California Department of Education World Languages Framework. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from the World Languages Framework will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for English Learners/emergent bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD (Matsuda, 2021). Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more. The focus on 21st century skills (soft skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved through the content, access to career pathways and Anaheim Innovative Mentoring Experience (AIME). We will continue to work with Special Youth Services, our counselors and site leaders to increase the number of ELs and students with disabilities taking World Language courses and integrate guidance from the *California Practitioners' Guide for Educating English Learners with Disabilities* (CDE, 2019). We will use Global California 2030 as well as a north star to assist us in creating our own bilingual teacher pipeline from our World Language and Dual Language Immersion programs. We will continue to build capacity of our World Languages teachers by working through the World Languages Framework, *Educating for Global Competence: Preparing Our Youth to Engage the World* and the recently published free text, *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020). We will continue to emphasize technical workability vocabulary (Tier 3) as well as Tier 1 and 2 vocabulary.

Each year I am contacted by numerous districts to mentor them to create systemness to increase the number of Seal of Biliteracy awards they award. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

Dual Language Immersion

In the area of Dual Language Immersion the CPSF will be crosswalked with the *Guiding Principles for Dual Language Education*, Third Edition. While focusing on youth voice and purpose, 21st century skills (soft skills) and technical skills (hard skills), specific strategies from

the *Guiding Principles for Dual Language Education,* Third Edition, will be integrated to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for bilingual students; ensure systemwide conditions to support implementation; and align and articulate practices across AUHSD (Matsuda, 2021). Youth voice and purpose will be a focus through multilingual shadowing, TeachFX, Mikva Soapbox speeches, AUHSD Talks, collaboration and communication structures, project based learning, universal design for learning (UDL) and more. The focus on 21st century skills (soft skills) will continue to be an emphasis. We will continue to lead professional learning with mindfulness practices; connect teachers with mindfulness professional learning opportunities; model and coach for personal mastery and mental models; and the 5Cs with the expectation that these 21st century skills will be visible in classrooms with multilingual scholars. The technical skills will be achieved with expert DLI instruction, the content, and access to career pathways and Anaheim Innovative Mentoring Experience (AIME). In an effort to demonstrate team learning, Multilingual Services will continue to work with Special Youth Services to integrate appropriate services for DLI students with disabilities using the *California Practitioners' Guide for Educating English Learners with Disabilities*. Will will also integrate the C6 Dual Language Immersion Framework by Dr. Jose Medina to be sure we are integrating not only a language and content objective but also a culture objective, as well as honoring translanguaging. Focusing on “lesson planning as a political act” (Medina, 2021). We will continue to build the capacity of our DLI teachers by working through the World Languages Framework, *Educating for Global Competence: Preparing Our Youth to Engage the World* and *Improving Education for Multilingual and English Learner Students: Research to Practice* (CDE, 2020). We will continue to emphasize technical workability vocabulary (Tier 3) as well as Tier 1 and 2 vocabulary. It will be exciting to work with Amanda Bean. I would like to see us create a career pathway for education/teaching. We know there will be a teacher shortage, so we need to create a pathway to supply our own future teachers to AUHSD both in World Language and DLI, as well as other areas. I would also love to see us work closely with Anaheim Elementary School District to place potential future teachers as well.

Each year I am contacted by numerous districts across the United States to give campus tours and mentor them to create a successful secondary DLI program. This is an area where we can provide a toolkit, training lab and mentoring for other districts at a cost. Right now we provide this for free.

Conclusion

AUHSD Multilingual Services is excited to move forward in progressing the CPSF, as well as the new vision, mission, and values of AUHSD through our work in service to our scholars, staff, families and community (Matsuda, 2021). We are eager to grow in our personal mastery, shared vision, mental models, team learning and systems thinking to help increase youth voice and purpose, 21st century skills, and technical skills (Senge, 2006).

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Matsuda, M. (2021). Unleashing the education and workforce development engine: The power of an integrated systems approach to student success. *White Paper.*

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization.* New York, NY: Crown Business.

Senge, P., McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools That Learn*. New York, NY: Crown Business.

Appendix D: Glossary

Assimilation- A process through which people are explicitly or implicitly expected to change in response to a culturally or linguistically dominant norm, e.g. when language learners are asked to adapt their voices to the standard language

Code switching- the intentional or unintentional act of switching from one named language or register to another based on the audience, the context, and the communicative action.

Communicative Action- the cooperative and collaborative process through which individuals with different linguistic repertoires create a common, shared discourse.

Emergent Bilingual- A language learner whose linguistic repertoire includes registers and nuances from two named languages

Emergent Plurilingual- A language learner whose linguistic repertoire includes registers and nuances from multiple named languages

Heteroglossia- The coexistence of different linguistic repertoires within a teaching and learning process. In a heteroglossic classroom, teachers strategically and intentionally empower language learners to fully use and stretch their linguistic repertoires and their voices.

Language Fragility- The concept of language fragility is an adaptation of DiAngleo's (2018) construct of white fragility, referring to the defensive reactions white people enact when their beliefs, position, and privileges are questioned. Language fragility represents the fearful or defensive reactions enacted by members of linguistically dominant groups when expected to participate in or affirm plurilingual and heteroglossic processes.

Language learner- Any individual who is stretching her/his linguistic repertoire by experimenting with nuances, registers, and varieties of two or more named languages.

Language Insecurity- A sense of uncertainty or self-doubt regarding one's languaging practices, typically in response to monoglossic cultural and institutional norms.

Languaging- a dynamic process through which an individual creates communicative actions with others (e.g. by listening and speaking) and with texts (e.g. by reading and writing)

Linguistic repertoire- All the skills, nuances, registers, variances, words, and idiolects an individual can use when languaging; for plurilingual and emergent plurilingual learners, this includes conceptual and sociolinguistic assets drawn from multiple named languages

Monoglossia- The dominance and existence of one voice as the standard and reference for any communicative action; this frequently manifests as an expectation that communication occurs in a specific named language and/or a specific register within that named language.

Multilingualism- The ability to communicate in multiple named languages. Within the context of language learning, multilingualism is sometimes associated with the assumption that languages should be compartmentalized and used separately, without any linguistic intersectionality.

Named languages- A sociolinguistic construct through which dynamic languaging processes are defined, labeled and regulated according to cultural and geopolitical boundaries. As social constructs, named languages function more as static mechanisms for labeling and grouping people (e.g. as English or Spanish speakers) than as descriptions of how culturally, experientially, and geographically diverse individuals experience and leverage their linguistic repertoires.

Nuances- subtle and unique ways words convey a different connotation. This can lead to a more sophisticated and expansive understanding of an idea, such as when plurilingual speakers integrate culturally nuanced concepts, or convey implicit bias (such as when teachers claim to say they "*allow* language learners to fully use their linguistic repertoires" rather than "*empower* language learners by *encouraging* them to fully use their linguistic repertoire").

Plurilingualism- The ability to draw from multiple named languages when engaging in communicative actions. In contrast to multilingualism, plurilingualism emphasizes the interconnected coexistence of multiple named languages within an individual's linguistic repertoire, and affirms speakers' use of their full linguistic repertoire when languaging.

Register- A variety of a named language utilized for a communicative action and within a specific context.

Standard English Learner- the deficit-based label ascribed to students who speak the named language English using registers, nuances, and variances that differ from the standard and dominant form. This label renders invisible students' plurilingual linguistic repertoires, and reinforces a monoglossic ideology of English-dominance

Standard Language- a label used to position the linguistic register of a racially, culturally or socioeconomically dominant group as more advanced, correct, or appropriate than minoritized linguistic registers. Within the context of language education, this term reflects a supremacist

ideology that privileges white or colonial linguistic registers, frequently under the guise of constructs like “academic” or “professional” language.

Translanguaging- the process through which plurilingual individuals create communicative actions using all the registers, nuances, and variances included in their linguistic repertoires. In the context of education, the adoption of a translanguaging pedagogy (Garcia et al, 2017) requires a critical assessment of ideological, curricular, and pedagogical approaches to teaching and learning, and a willingness to co-construct academic discourse with plurilingual students.

Variances - the linguistic richness - accents, lexicon, and structures - that culturally, linguistically, experientially, and geographically diverse individuals use when languaging. In the context of language education, variance refers to the free and dynamic aspects of students’ languaging practices, with new variances emerging in response to students’ evolving sociolinguistic identities, sociocultural contexts, and lived experiences.

White Gaze - the process through which individuals and institutions are viewed through the lens of White, monolingual norms and expectations (see Morrison, 2001) . Within the context of language education, this manifests in the form of monoglossia; curricular, pedagogical, and assessment practices that affirm and entitle monolingualism, and deficit-based labeling of plurilingual students.

Definitions From: *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up* (Dover & Rodríguez-Valls, 2022).

Glossary of Terms for English learner (EL) Reports-From CDE

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC **(Note: The 2018–19 determinations At-Risk of becoming LTEL**

[AR-LTEL] reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.); and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).

"Ever-EL": A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC **(Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for**

California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.); and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Ungraded Elementary (UE): A grade level for students enrolled in elementary classes (kindergarten through eighth grades) that are not assigned to a specific grade level. This grade level is specifically for students in a special education program. This grade level was retired at the end of the 2017-18 reporting year.

Ungraded Secondary (US): A grade level for students enrolled in secondary classes (ninth through twelfth grades) that are not assigned to a specific grade level. This grade level is specifically for students in a special education program. This grade level was retired at the end of the 2017-18 reporting year.

Appendix E: Language Group District Wide Data 2022-23

AUHSD has over 60 different languages represented by our families. We consider all of those languages to be assets our families and our scholars bring to our district and community.

Language	#ELs	#FEP	#EL/FEP	%EL/FEP
Spanish	5,282	9,183	14,465	52.13%
Vietnamese	190	1,065	1,255	4.52%
Korean	60	671	731	2.63%
Arabic	150	306	456	1.64%
Filipino (Filipino or Tagalog)	93	353	446	1.61%
Other non-English languages	29	141	170	0.61%
Mandarin (Putonghua)	18	104	122	0.44%
Hindi	5	68	73	0.26%
Gujarati	6	64	70	0.25%
Cantonese	3	59	62	0.22%
Punjabi	7	46	53	0.19%
Farsi (Persian)	23	25	48	0.17%
Khmer (Cambodian)	8	35	43	0.15%
Telugu	2	38	40	0.14%
Tamil	3	30	33	0.12%
Japanese	5	27	32	0.12%
Bengali	6	24	30	0.11%
Urdu	8	21	29	0.10%

Thai	4	20	24	0.09%
Pashto	9	14	23	0.08%
Portuguese	9	10	19	0.07%
Cebuano (Visayan)	3	16	19	0.07%
Russian	4	12	16	0.06%
Lao	5	10	15	0.05%
Samoan	4	10	14	0.05%
Rumanian	3	10	13	0.05%
Tongan	6	4	10	0.04%
Italian	1	9	10	0.04%
Somali	3	6	9	0.03%
German		9	9	0.03%
Indonesian		7	7	0.03%
Ilocano	3	4	7	0.03%
Marathi		5	5	0.02%
Greek		5	5	0.02%
Tigrinya	2	3	5	0.02%
French	1	4	5	0.02%
Kannada		4	4	0.01%
Assyrian	1	2	3	0.01%
Taiwanese	1	2	3	0.01%
Amharic		3	3	0.01%
Burmese		3	3	0.01%
Ukrainian	1	2	3	0.01%
Khmu		2	2	0.01%

Swahili		2	2	0.01%
Turkish	2		2	0.01%
Marshallese	1	1	2	0.01%
Kurdish (Kurdi, Kurmanji)	1	1	2	0.01%
Hebrew		2	2	0.01%
Sinhala; Sinhalese		2	2	0.01%
Chaozhou (Chiuchow)		2	2	0.01%
Polish		2	2	0.01%
Hungarian		2	2	0.01%
Serbo-Croatian (Bosnian, Croatian, Serbian)		2	2	0.01%
Armenian		2	2	0.01%
Oromo	1		1	0.00%
Chamorro (Guamanian)		1	1	0.00%
Czech	1		1	0.00%
Zapoteco	1		1	0.00%
Swedish		1	1	0.00%
Hmong		1	1	0.00%
Nepali		1	1	0.00%
Albanian		1	1	0.00%
Mongolian	1		1	0.00%
Bulgarian		1	1	0.00%
Chaldean				0.00%
				0.00%
Dutch				

Appendix F: Language Assessment Center

Anaheim Union High School District
Plurilingual Services
LANGUAGE ASSESSMENT CENTER MONTH-TO-MONTH ASSIGNMENT PROJECTS
2022-2023

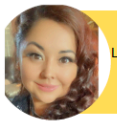
July	August	September	October
• **Initial ELPAC testing for students new to the district** • **Data cleanup/requests**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • **Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test.**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Prepare and send out annual notifications** • **Prepare for reclassification**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist all school sites with reclassification** • **Prepare State Seal of Bi-literacy materials for District assessment**

November	December	January	February
• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist all school sites with reclassification** • **State Seal of Biliteracy testing and scoring**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Prepare for ELPAC trainings**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **ELPAC trainings**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist sites with implementation of the summative ELPAC** • **Prepare State Seal of Bi-literacy materials for District assessment**

March	April	May
• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **State Seal of Biliteracy testing and scoring**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **State Seal of Biliteracy testing, scoring, verifying applications and ordering awards**	• Initial ELPAC testing for students new to the district • Data cleanup/requests • Support in the assessment and evaluation for the Clinical Evaluation Language Fundamentals (CELF IV), Expressive One-Word Picture Vocabulary Test (EOWPVT), Receptive One-Word Picture Vocabulary Test (ROWPVT), BATERIA IV Achievement Test. • **Assist Junior High Schools in with Spanish placements** • **Prepare and distribute State Seal Biliteracy and Pathways awards to school sites**

PLURILINGUAL SERVICES

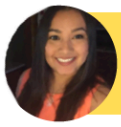
Language Assessment Team & Important Dates
2022-23



Haydee Berber
Language Program Technician
berber_h@auhsd.us
714-999-3788 ext. 61211

Martha Salcedo
LAC Secretary
salcedo_m@auhsd.us
714-999-3788 ext. 61210

Veronica Cabrera
Bilingual Language
Testing Assistant
cabrera_v@auhsd.us
714-999-3788 ext. 61212



Raquel Lizarraga-Miralda
Bilingual Language
Testing Assistant
lizarraga_r@auhsd.us
714-999-3788 ext. 61225

Ana Perruzzi
Bilingual Language
Testing Assistant
perruzzi_a@auhsd.us
714-999-3788 ext. 61213

October 2022 – December 2022
- Reclassification Window

October 2022
- Seal of Biliteracy and Pathway to Biliteracy Awards Training
- Reclassification period Begins
- Reclassification paperwork due

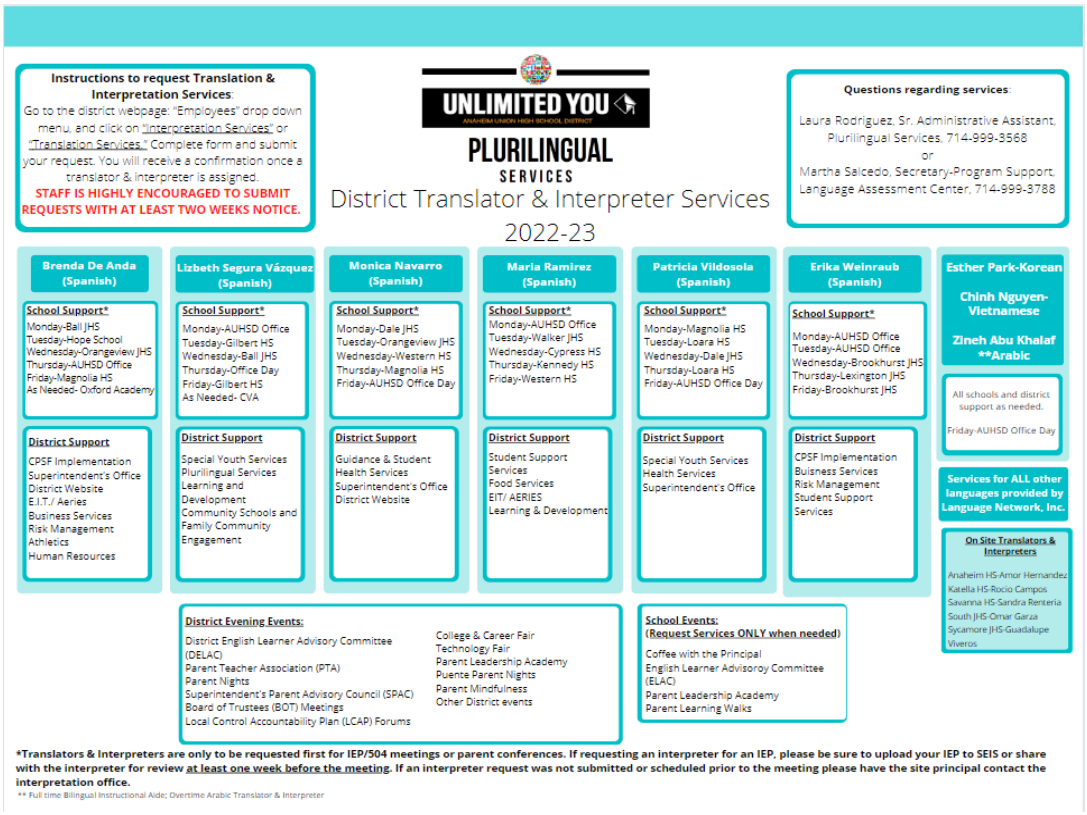
November-December 2022
- Seal of Biliteracy Testing (Students not currently enrolled in a World Language or DLI course)

January 2023
- Seal of Biliteracy and Pathway to Biliteracy Awards Lead Meeting
- ELPAC Training (JHS IAs)
- ELPAC Training (HS IAs)
- ELPAC make up Training (JHS IAs)
- ELPAC Coordinator Training
- ELPAC make up Training (HS IAs)
- ELPAC Training District Testers

February-March 2023
- Summative ELPAC Testing

March-April 2023
- Seal of Biliteracy Testing (Students currently enrolled in a World Language course in danger of not passing)

May 2023
- Spanish Placement Testing



Instructions to request Translation & Interpretation Services:
Go to the district webpage: "Employees" drop down menu, and click on "Interpretation Services" or "Translation Services." Complete form and submit your request. You will receive a confirmation once a translator & interpreter is assigned.
STAFF IS HIGHLY ENCOURAGED TO SUBMIT REQUESTS WITH AT LEAST TWO WEEKS NOTICE.

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

PLURILINGUAL SERVICES

District Translator & Interpreter Services 2022-23

Questions regarding services:
Laura Rodriguez, Sr. Administrative Assistant, Plurilingual Services, 714-999-3568
or
Martha Salcedo, Secretary-Program Support, Language Assessment Center, 714-999-3788

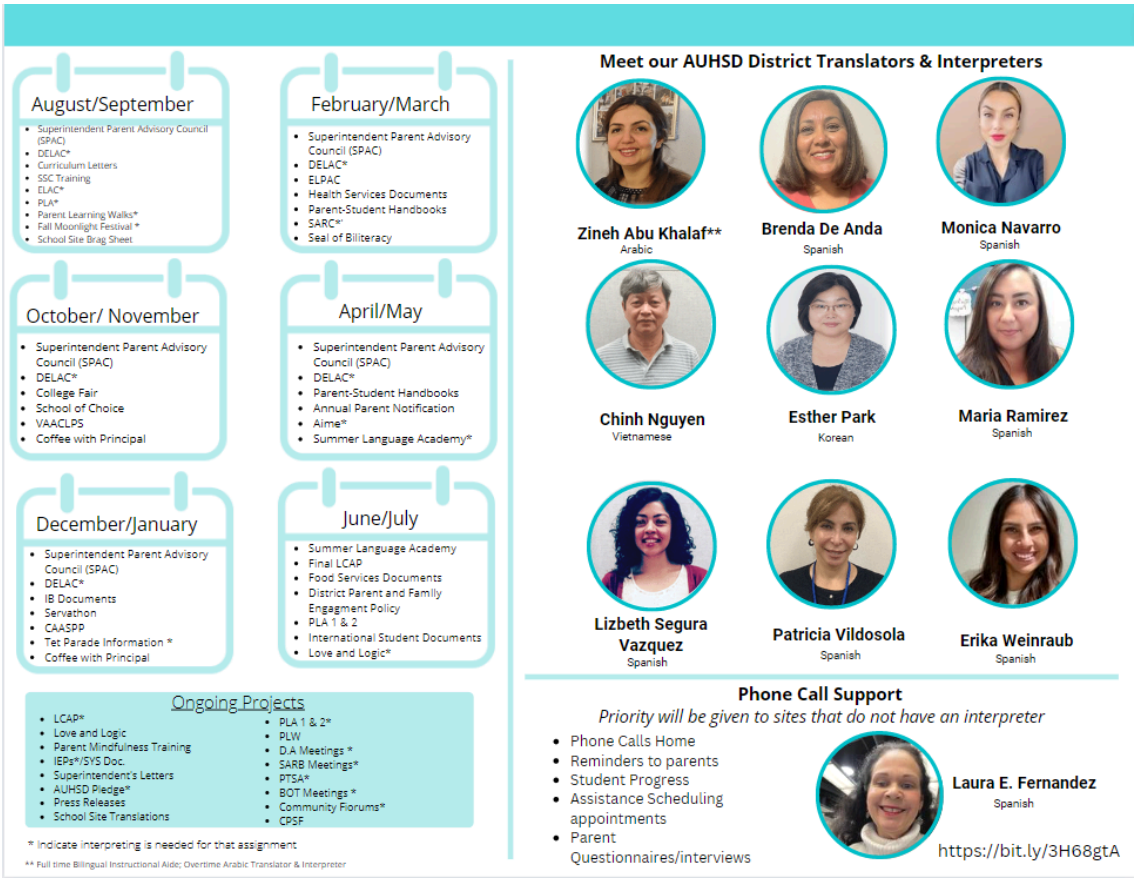
Brenda De Anda (Spanish)	Lizbeth Segura Vázquez (Spanish)	Monica Navarro (Spanish)	Maria Ramirez (Spanish)	Patricia Vildosola (Spanish)	Erika Weinraub (Spanish)	Esther Park-Korean Chinh Nguyen-Vietnamese Zineh Abu Khalaf **Arabic
School Support*: Monday-Ball JHS Tuesday-Hope School Wednesday-Orangeview JHS Thursday-AUHSD Office Friday-Magnolia HS As Needed- Oxford Academy	**School Support*:** Monday-AUHSD Office Tuesday-Gilbert HS Wednesday-Ball JHS Thursday-Office Day Friday-Gilbert HS As Needed- CVA	**School Support*:** Monday-Dale JHS Tuesday-Orangeview JHS Wednesday-Western HS Thursday-Magnolia HS Friday-AUHSD Office Day	**School Support*:** Monday-AUHSD Office Tuesday-Walker JHS Wednesday-Cypress HS Thursday-Kennedy HS Friday-Western HS	**School Support*:** Monday-Magnolia HS Tuesday-Loara HS Wednesday-Dale JHS Thursday-Loara HS Friday-AUHSD Office Day	**School Support*:** Monday-AUHSD Office Tuesday-AUHSD Office Wednesday-Brookhurst JHS Thursday-Lexington JHS Friday-Brookhurst JHS	All schools and district support as needed. Friday-AUHSD Office Day
District Support CPSF Implementation Superintendent's Office District Website E.I.T./ Aeries Business Services Risk Management Athletics Human Resources	**District Support** Special Youth Services Plurilingual Services Learning and Development Community Schools and Family Community Engagement	**District Support** Guidance & Student Health Services Superintendent's Office District Website	**District Support** Student Support Services Food Services EIT/ AERIES Learning & Development	**District Support** Special Youth Services Health Services Superintendent's Office	**District Support** CPSF Implementation Buisness Services Risk Management Student Support Services	**Services for ALL other languages provided by Language Network, Inc.** **On Site Translators & Interpreters** Anaheim HS-Amor Hernandez Katella HS-Rocio Campos Savanna HS-Sandra Renteria South JHS-Omar Garza Sycamore JHS-Guadalupe Viveros

District Evening Events:
District English Learner Advisory Committee (DELAC)
Parent Teacher Association (PTA)
Parent Nights
Superintendent's Parent Advisory Council (SPAC)
Board of Trustees (BOT) Meetings
Local Control Accountability Plan (LCAP) Forums
College & Career Fair
Technology Fair
Parent Leadership Academy
Puente Parent Nights
Parent Mindfulness
Other District events

School Events:
(Request Services ONLY when needed)
Coffee with the Principal
English Learner Advisoroy Committee (ELAC)
Parent Leadership Academy
Parent Learning Walks

***Translators & Interpreters are only to be requested first for IEP/504 meetings or parent conferences. If requesting an interpreter for an IEP, please be sure to upload your IEP to SEIS or share with the interpreter for review at least one week before the meeting. If an interpreter request was not submitted or scheduled prior to the meeting please have the site principal contact the interpretation office.**

** Full time Bilingual Instructional Aide; Overtime Arabic Translator & Interpreter



August/September
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- Curriculum Letters
- SSC Training
- ELAC*
- PLA*
- Parent Learning Walks*
- Fall Moonlight Festival *
- School Site Brag Sheet

October/ November
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- College Fair
- School of Choice
- VAACLPS
- Coffee with Principal

December/January
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- IB Documents
- Servathon
- CAASPP
- Tet Parade Information *
- Coffee with Principal

February/March
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- ELPAC
- Health Services Documents
- Parent-Student Handbooks
- SARC*
- Seal of Biliteracy

April/May
- Superintendent Parent Advisory Council (SPAC)
- DELAC*
- Parent-Student Handbooks
- Annual Parent Notification
- Aime*
- Summer Language Academy*

June/July
- Summer Language Academy
- Final LCAP
- Food Services Documents
- District Parent and Family Engagment Policy
- PLA 1 & 2
- International Student Documents
- Love and Logic*

Ongoing Projects
- LCAP*
- Love and Logic
- Parent Mindfulness Training
- IEPs*/SYS Doc.
- Superintendent's Letters
- AUHSD Pledge*
- Press Releases
- School Site Translations
- PLA 1 & 2*
- PLW
- D.A Meetings *
- SARB Meetings*
- PTSA*
- BOT Meetings *
- Community Fiorums*
- CPSF

* Indicate interpreting is needed for that assignment

** Full time Bilingual Instructional Aide; Overtime Arabic Translator & Interpreter

Meet our AUHSD District Translators & Interpreters

Zineh Abu Khalaf**
Arabic

Brenda De Anda
Spanish

Monica Navarro
Spanish

Chinh Nguyen
Vietnamese

Esther Park
Korean

Maria Ramirez
Spanish

Lizbeth Segura Vazquez
Spanish

Patricia Vildosola
Spanish

Erika Weinraub
Spanish

Phone Call Support
Priority will be given to sites that do not have an interpreter
- Phone Calls Home
- Reminders to parents
- Student Progress
- Assistance Scheduling appointments
- Parent Questionnaires/interviews

Laura E. Fernandez
Spanish

https://bit.ly/3H68gtA

Appendix G: Plurilingual Master Plan Resources

2023 AUHSD Plurilingual Master Plan Resources

A

Academic Progress for English Learners: The Role of School Language Environment and Course Placement in Grades 6-12

AUHSD - Parent Family Engagement Policy

C

California English Learner Roadmap

The California English Learner Roadmap: A Middle School Teacher's Toolkit

California English Learner Roadmap Rubric

California English Learner Roadmap Self-Reflection Rubric

D

Does Your LCAP Plan Deliver on the Promise of Increased or Improved Services for English Learners

E

Educating for Global Competence: Preparing Our Youth to Engage the World

ELA/ELD Framework

ELD Standards

F

Family Engagement Framework District Principles

Family Engagement Framework District Principles - brief description

G

Guiding Principles for Dual Language Immersion 3rd Edition
- Downloaded PDF

Global California 2030: Speak. Learn. Lead

M

The Majority Report: Supporting the Educational Success of Latino Students in California

2018 Master Plan for English Learners and Standard English Learners (LAUSD)

N

Newcomer Tool Kit - Download ALL
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5

Newcomer Tool Kit - Info Page

R

A Review of Year 2 LCAPS: A Weak Response to English Learners

Rubric for Culturally Responsive Teaching

S

Sociocultural Competence School Checklist and Goal Setting Form

Strategies for Supporting Families of Newcomers (from Newcomer Tool Kit Chapter 5)

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EXHIBIT B

Anaheim Union High School District / Education Division

Application for Curriculum-Related Student Organizations

03/08/2024

Name of Organization:	School:
Hope Communicates	Hope School

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

Erick Olvera, Andy Alvarez

Staff Sponsor(s):

Ahmad Shehadeh, Mark Fieldhouse

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

Put together events, such as Hope County Fair, Hopeland, Hopechella for students to use their communication skills to participate in a wide variety of activities.

Proposed meetings:

Day:	First Monday	Time:	12:08	Location:	Room 30

Special equipment? ☑No ☐Yes – Describe:

No

Qualifications for membership, If any:

How are officers elected?	Term?
Election by student body	1 school 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:

The events are related to communication lessons presented and taught in students Communication, Social science, and/or English classes. The events are designed to give students with various type of disabilities to where they can use their vocabulary to participate in hands-on activities.

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

Staff are to promote, supervise, host, and assemble the events.

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

Describe how funds will be raised and for what purpose:

Yes, for materials to be used during the three annual events: Hope County Fair, Hopeland, and Hopechella.

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

Signature of the student making the application:	ERICK
The printed name of the student making the application:	Erick Olvera
Signature of faculty sponsor:	
The printed name of faculty sponsor:	Ahmad Shehadeh

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: Louie Lemonnier	Date: 3/11/2024

Signature of Assistant Superintendent of Education: Dr. Jaron Fried	Date: 4/29/24

Education Office Use Only:

Board of Trustees action:	☐Approved	☐Denied	Date:	

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

EXHIBIT C

Anaheim Union High School District / Education Division

APPLICATION FOR STUDENT-INITIATED, NON-CURRICULUM RELATED ORGANIZATION

School:	Loara High School	Date of Application:	April 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:

Community Schools Club

Purpose of the group:

This club will help support and expand the Community Schools Strategy & pillars: integrated student support, family and community engagement, collaborative leadership/practices, and extended learning time and opportunities.

Frequency of group meetings:

Twice a Monthly

Proposed meeting day, time and location:

Day:	1st & 3rd Monday of each month	Time:	Lunch Time	Location:	Loara's Family & Community Center - 1003

Applicant's Signature:	Kiersten Camacho	Date:	4/5/24
Printed Name:	Kiersten Camacho		[redacted]

Advisor's Signature:	Valencia D	Date:	4/8/24
Printed Name:	Valencia Davis		[redacted]

Principal's Signature:		Date:	4/8/24
Printed Name:	Gary Brown		[redacted]

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

Assistant Superintendent's Signature:		Date:	4/22/24

Dr. Jaron Fried

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

AUHSD

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

ENHANCING SUPPORTS AND RESOURCES FOR OUR LGBTQ+ STUDENTS

RESOLUTION NO. 2023/24-E-23

May 7, 2024

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

WHEREAS, the Anaheim Union High School District (District) prides itself on its diversity and inclusiveness, providing safe and welcoming spaces for students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, and sexual orientation; and

WHEREAS, the District has adopted an Ethnic Studies requirement, focused on the interdisciplinary analysis of race, ethnicity, class, gender, sexuality, and language, which through the sharing of ideas, information, opinions, and emotions, provides a framework to allow for the deconstruction of established systems and their effects on people of color, marginalized, and disenfranchised groups, empowering students to address injustices that negatively affect them and their community; and

WHEREAS, as many as 10.3 percent of California students in middle and high schools identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, gender nonconforming, gender fluid, and gender nonbinary (LGBTQIA+); and

WHEREAS, youth identifying as LGBTQIA+ are overrepresented in the populations of youth experiencing homelessness; youth who are the victims of bullying and discrimination, including, among other things, someone trying to convince them to change their sexuality or gender identity; and youth who have attempted or died as a result of suicide; and

WHEREAS, every school district, including ours, must continue to do more to ensure our LGBTQ+ youth have the supports and resources they need to achieve academically and feel socially, emotionally, mentally, and physically safe at school; and

WHEREAS, among other supports, the District has developed a memorandum of understanding with the LGBTQ Center OC to ensure that all LGBTQIA+ youth and students in the District have access to community resources, education, and social services through various available programs; and

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees of the Anaheim Union High School District celebrates June 2024 as LGBTQIA+ Pride Month, October 2024 as LGBT History Month, October 11 as National Coming Out Day, and November 20 as Transgender Day of Remembrance to honor the many achievements and contributions of the LGBTQIA+ community; and

BE IT FURTHER RESOLVED that the Board of Trustees encourages all schools to incorporate lessons on the LGBTQIA+ community in instruction and hold other commemorative activities in honor of LGBT History Month in October 2024, as well as during the above-mentioned commemoration days.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on May 7, 2024, 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 7th day of May 2024 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 7th day of May, 2024.

_____

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

Classified School Employee Week
May 19-25, 2024

RESOLUTION NO. 2023/24-HR-08

May 7, 2024

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

WHEREAS, classified school employees provide valuable services to the schools and students of the Anaheim Union High School District; and

WHEREAS, the theme of the 2024 Classified School Employee Week is Empowering Generations; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of Anaheim Union High School District's students; and

WHEREAS, classified school employees employed by the Anaheim Union High School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE BE IT PROCLAIMED that the Board of Trustees hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the Anaheim Union High School District, and declares the week of May 19-25, 2024, as "Classified School Employee Week" in the Anaheim Union High School District.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees, on May 7, 2024, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said board at the regular meeting thereof held on the 7th day of May 2024, 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 7th day of May 2024.

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

BEFORE THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT COUNTY OF ORANGE, STATE OF CALIFORNIA

RESOLUTION NO. 2023/24-HR-09

RESOLUTION IMPLEMENTING CERTIFICATED LAYOFF OF EMPLOYEES WHO DID NOT REQUEST A HEARING OR CHOSE NOT TO PARTICIPATE AND PROVIDING DIRECTION TO ISSUE NOTIFICATIONS TO EMPLOYEES WHOSE SERVICES ARE TERMINATED

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

WHEREAS, on or about March 7, and April 18, 2024, this Board adopted Resolution No. 2023/24-HR-03 and Resolution No. 2023/24-HR-07, reducing or discontinuing particular kinds of services and directing the Superintendent or designee to notify affected employees that their services will not be required for the ensuing school year (2024-25), pursuant to Education Code Sections 44949 and 44955;

WHEREAS, before March 15, 2024, the Superintendent's designated representatives served notices to affected certificated employees, including the employees identified herein below, that it has been recommended that each of their services will not be required for the 2024-25 school year, pursuant to Education Code Sections 44949 and 44955;

WHEREAS, said notices advised the recipients they could request a hearing before the Board of Trustees to determine if there was cause for not reemploying them for the 2024-25 school year and that if they failed to timely request a hearing, that failure would constitute the waiver of the right to a hearing, and their services would accordingly be terminated pursuant to the recommendation;

WHEREAS, certain employees requested a hearing, the outcome of which is uncertain at this time, pending conduct of the hearing and receipt of a proposed decision by the Administrative Law Judge, which shall be considered by this Board at a later date;

WHEREAS, each employee who did not request a hearing within the time allowed to determine if there is cause for not reemploying him or her for the ensuing 2024-25 school year has thereby waived any rights to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to all such employees as required by law;

WHEREAS, the Education Code provides that this Board shall make the final determination as to the sufficiency of the cause and disposition;

WHEREAS, the particular kinds of services to be discontinued and reduced as referenced in Resolution No. 2023/24-HR-03 as amended by Resolution No. 2023/24-HR-07 are each determined to be a particular kind of service within the meaning of Education Code Section 44955;

WHEREAS, the Education Code provides that this Board shall make the final determination as to the sufficiency of the cause and disposition;

WHEREAS, the particular kinds of services referenced in Resolution No. 2023/24-HR-03 as amended by Resolution No. 2023/24-HR-07 will be discontinued and reduced within the meaning of Education Code Section 44955 not later than the beginning of the 2024-25 school year;

WHEREAS, except as otherwise authorized by statute, the services of no permanent employee (or other employee) are being terminated, in whole or in part, while any probationary employee, or any other employee with less seniority is being retained to render a service which said permanent (or other) employee is certificated and competent to render, within the meaning of Education Code Section 44955(b); the individuals whose employment is being terminated, in whole or in part, are not certificated and competent (within the meaning of Education Code Section 44955) to render the service being performed by any employee with less seniority who is being retained;

WHEREAS, sufficient cause exists for the termination of up to full-time equivalent certificated positions as identified in Resolution No. 2023/24-HR-03 as amended by Resolution No. 2023/24-HR-07, and pursuant to and within the meaning of Education Code Section 44949, said cause relates to the welfare of the schools and the pupils thereof;

NOW, THEREFORE, BE IT RESOLVED that sufficient cause exists for the termination of the services of the following certificated employees, who did not request a hearing and thereby waived the right to such hearing, to the extent indicated (which constitutes the employees' entire employment with this District):

HR-2023-24-63
HR-2023-24-64
HR-2023-24-65
HR-2023-24-66
HR-2023-24-67
HR-2023-24-68
HR-2023-24-69
HR-2023-24-70
HR-2023-24-71

BE IT FURTHER RESOLVED that the employment of the certificated employees listed immediately above be and hereby is terminated effective upon the close of this school year;

BE IT FURTHER RESOLVED that this decision is effective immediately and that the Superintendent or his designee(s) may take such actions as are necessary and appropriate to implement this Board's decision, including at least giving appropriate notice to those certificated employees listed above of the termination of their services because of discontinuances and reductions of particular kinds of services to take effect upon the close of this school year, with these notices being given on or before May 14, 2024, in the manner prescribed in Education Code section 44949;

BE IT FURTHER RESOLVED that this Board will take further action to ensure that the employees affected by this resolution are not laid off while a less senior certificated employee is retained to perform the services that the affected employees are competent and credentialed to perform;

BE IT FURTHER RESOLVED that reemployment rights be afforded in accordance with the Education Code, if and when reemployment is offered and to the extent any reemployment rights are applicable to any of the above referenced employees.

The foregoing resolution was **PASSED** and **ADOPTED** by the Board of Trustees of the Anaheim Union High School District on the 7th day of May, 2024.

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the 7th day of May 2024 at its regular place of meeting, and passed by a roll call vote of all members of said Board, and which resolution is on file in the office of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7th day of May 2024.

_____

Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees
Anaheim Union High School District
County of Orange, State of California

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

National Speech-Language-Hearing Month

May 2024

RESOLUTION NO. 2023/24-HR-10

May 7, 2024

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

WHEREAS, the Anaheim Union High School District and Greater Anaheim Special Education Local Plan Area are served by dedicated speech-language pathologists and audiologists who are committed to the well-being of our students; and

WHEREAS, children are the future and, by investing in them today, we are ensuring our world for tomorrow; and

WHEREAS, each year during the month of May, speech-language pathologists and audiologists throughout the Nation make a special effort to inform, educate, and raise public awareness of speech, language, and hearing disorders; and

WHEREAS, illness or injury makes speaking and hearing a challenge for many Americans; and

WHEREAS, impairing communication, speech, language, and hearing disorders can impact academic achievement, social adjustment, and career advancement; and

WHEREAS, speech-language pathologists and audiologists are professionals who specialize in the identification and treatment of communication disorders, which are conditions that affect millions of Americans; and

WHEREAS, with early diagnosis and proper treatment, most people with communication disorders can lead full and productive lives; and

WHEREAS, most students grappling with communicative disorders find invaluable assistance through the expertise of speech-language pathologists, who specialize in rehabilitation techniques.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Anaheim Union High School District observes May 2024 as National Speech-Language-Hearing Month.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on May 7, 2024, 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 7th day of May 2024 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 7th day of May 2024.

_____
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

Compensation for Board Meeting

RESOLUTION NO. 2023/24-BOT-06

May 7, 2024

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 Anna L. Piercy did not attend the Board meeting on May 7, 2024, due to illness;

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 May 2024.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on May 7, 2024, 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 7th day of May 2024, 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 7th day of May 2024.

_____
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 7th day of May 2024, between the Anaheim Union High School District ("District") and Coeur d'Alene Charter Academy ("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 the 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. The Contractor will provide the Services to the District during the Term.

2. **Term**. The term for services pursuant to this Agreement is from June 1, 2024, 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)
   Criminal Background Investigation Certification(s) (Section 16)
   W-9 Form

4. **Compensation**. Contractor agrees to pay the District for Services satisfactorily rendered pursuant to this Agreement a total fee of **$120/Hr. (Weekdays)** and **$140/Hr. (Weekends),** with 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 Contractor receives an invoice from District 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. The 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 District 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 Contractor 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, District shall notify the Contractor, 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 District performs any Services that are in violation of any laws, ordinances, rules, or regulations, without first notifying the Contractor of the violation, District shall bear all costs arising therefrom.

12. **Permits/Licenses**. District and all Districts'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**. District is responsible for maintaining safety in the performance of this Agreement. The 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 Contractor'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. Nancy Nien, CBO
Copy: Scott Sangren
501 N. Crescent Way
Anaheim, CA 92801
Phone: (714) 999-3555
Email: Nien_N@auhsd.us

Contractor

Coeur d'Alene Charter Academy
Attn: Michael Harrison
Address: 4904 N Duncan Drive Coeur d'Alene, ID 83815 Phone: 208-449-6591
Email: mharrison@cdacharter.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: _____

By: _____

Print Name: Nancy Nien

Its: Assistant Superintendent, Business

Coeur d'Alene Charter Academy

Date: 4/2/24

By:

Print Name: Michael Harrison

Its: Music 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:

The DISTRICT, for consideration as herein after set forth, shall provide school buses and licensed school bus drivers to the CONTRACTOR for the transportation of Coeur d'Alene Charter Academy students when the DISTRICT has available extra school buses and licensed school bus drivers.

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 un<l the DOJ has ascertained that the employee has not been convicted of a violent felony as defined in Penal Code sec<on 667.5(c) or serious felony as defined in Penal Code sec<on 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, Michael Harrison, am the Director of Coeur d'Alene Charter Academy Music
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:

Michael Harrison	
Carrington Rinehart	

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 CDA, ~~California~~ Idaho on 4/2/24.

Date

Signature

Michael Harrison

Typed or Printed

Group Director

Name Title

Coeur'd'Alene Charter Academy Music

Name of

4904 N. Duncan Dr., CDA ID 83815

Contractor

208-449-6591

Address

mharrison@cdacharter.org

Telephone Number

Email Address

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April 16, 2024

Ms. Karen Orr
Executive Director Fiscal Services
Anaheim Union High School District
501 N Crescent Way
Anaheim, California 92801

Dear Ms. Orr:

I am pleased to inform you that Carnegie Corporation of New York (the "Corporation") approved a grant in the sum of $200,000.00 to the Anaheim Union High School District (the "Grantee Organization"). The description and terms of the grant are detailed below. This letter and all attachments hereto constitute the "Grant Agreement" between the Corporation and the Grantee Organization.

If you are in agreement with the grant description and terms, please sign Attachment 1. By signing this Grant Agreement, you indicate that you understand and agree with the description and terms of the grant and that there has been no change to your organization's tax exempt status. You will receive an email with a PDF of the completed agreement.

If the organization's tax status should change during the course of the grant, please notify grantsinfo@carnegie.org immediately, as it may affect the Grantee Organization's reporting requirements to the Corporation and the reporting required of the Corporation by the U.S. Internal Revenue Service.

Description of Grant

Carnegie Corporation Grant Number: G-CS-24-61489 (Please include on all grant related correspondence.)

Grant Purpose: For core support to the Anaheim Collaborative (the "Project")

Grant Reference Documents: The final proposal March 26, 2024

Duration of Grant: April 1, 2024 to March 31, 2025

DocuSign Envelope ID: 55912B51-ED2E-4B73-BD78-F8273BBDC553

Grantee Organization Project Director(s): Amy Kwon

Grantee Organization Financial/Administrative Officer: Karen Orr

Responsible Corporation Officer(s): LaVerne Srinivasan

Chief Administrative Officer & Corporate Secretary: Nicole Howe Buggs

Payments will be made per the following schedule upon receipt of the countersigned Grant Agreement:

Payment	Due Date
$200,000.00	4/1/2024

Grant payments will be delayed if (1) the Grantee Organization fails to submit satisfactory and timely reports on this grant or other Corporation grants or (2) submitted reports on this grant indicate a substantial unexpended balance of grant funds on hand. In addition, if the Grantee Organization is not exempt under section 170(c)(1) or 170(b)(1)(A)(v) of the U.S. Internal Revenue Code of 1986, as amended (the "Code") and classified as a U.S. government entity or governmental unit by the U.S. Internal Revenue Service, grant payments will be delayed until such time as the Corporation has received (1) a supplemental affidavit for equivalency determination requested by the Corporation, and (2) an updated opinion of the Corporation's counsel that the Grantee Organization operate as a U.S. public charity.

Reporting Schedule:

Report	Due Date
Final Report - GS/CS	7/1/2025

Please submit all reporting requirements via the grantee portal located under the requirements section. For reference, report templates are also available on the Corporation's website under "Grants/Grantee/Grantee FAQ's". Please contact grantsinfo@carnegie.org if you have any questions about the reporting requirements or cannot access the information on the grantee portal.

Safekeeping of Funds: Grant funds must be kept in a risk-free account, such as a checking or savings account, preferably interest-bearing. The Grantee Organization may not comingle grant funds with endowment funds or investment funds without prior written approval from the Corporation.

Interest: Interest accrued to the grant should be applied to the Project and reported in the grant's final financial report.

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Use of Funds: The grant, as well as income earned from any investment of grant funds, (i) will be used only for the Project, which project involves exclusively charitable, scientific, literary or educational activities that are described in Code section 170(c)(2)(B), (ii) will be expended substantially in accordance with the budget submitted to the Corporation, and (iii) will not be expended for any other project without the Corporation's prior written approval.

Unexpended Funds: The Grantee Organization agrees to return any unexpended funds that remain at the end of the grant period.

Grant Modifications: Permission to substantially modify grants must be requested in writing and in advance. Please send all requests to **grantsinfo@carnegie.org** and include 'Modification Request' and the grant number in the subject line of your email**.** Additional information on grant modifications is attached.

Grant Cancellation: The Corporation reserves the right to cancel this grant if there is a change in the Grantee Organization's tax exempt status or it determines, in its sole discretion, that (i) the Grantee Organization has breached this Grant Agreement, (ii) the Grantee Organization's performance is unsatisfactory, (iii) grant funds have been spend on activities other than the Project without the Corporation's prior consent, (iv) there is any legal action, suit, arbitration or other legal, administrative or governmental investigation, inquiry or proceeding pending or threatened against a director, officer, or employee or agent of the Grantee Organization for a breach of trust or fiduciary duty, fraud or financial malfeasance or (V) the Grantee Organization takes any action which brings, or is likely to bring, the Corporation's reputation into disrepute. If the Corporation cancels the grant, the Grantee Organization agrees to (1) return any unexpended funds to the Corporation immediately, (2) to provide an accounting as to the use of any expended funds, and (3) to repay to the Corporation any funds that have been spent on activities other than the Project not approved by the Corporation.

Record Maintenance and Inspection: The Foundation requires that you maintain adequate records for this grant to enable the Corporation to easily determine how the grant funds were expended. Your books and records must be (i) made available for inspection by the Corporation or its designee at reasonable times to permit us to monitor and conduct an evaluation of operations under this grant and (ii) kept for at least four years after the funds are spent. The Corporation is authorized to conduct audits, including on-site audits, at any time during the term of the grant, and within four years after completion of the grant.

Communicating Project-Related News: The Grantee Organization is encouraged to coordinate with the Corporation to issue public announcements when there are important, newsworthy developments related to the grant, including the publication of reports, surveys and other grant related research. The Corporation is often able to leverage such work to audiences beyond the Grantee's immediate network. Please notify the Communications Office at (212) 207-6273 or communications@carnegie.org about your Project and send copies of news

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announcements and publications in advance of their public dissemination. The Communications Office seeks to support the Grantee's work and will determine if and how we might assist in leveraging Project-related news.

Use of Name: The Grantee Organization shall not use the name, emblem or official seal of the Corporation without the prior written approval from the Corporation's Communications Office (212) 207-6273 or communications@carnegie.org. The Grantee Organization may, however, reference the Corporation's support for, and the nature of, the Project being pursued under this Grant Agreement. In any such statement, the relationship of the parties shall be accurately and appropriately described.

Compliance with Laws: The Grantee Organization will maintain all necessary licenses and registrations in the jurisdictions in which it operates and will comply will all applicable laws and regulations in carrying out the Project and in its operations generally. Without limiting the foregoing, the Grantee Organization has not and will not (i) knowingly provide material support or resources for acts of violence or terrorism as defined in 18 U.S.C. section 2339A or (ii) directly or indirectly offer or pay, or authorize such offer or payment of, any money or anything of value to improperly or corruptly seek to influence any government official or any other person in order to gain an improper advantage or accept such a payment.

Privacy Policy: All information the Grantee provides via the Corporation's grants management platform (Fluxx) in connection with this Grant Agreement, will be collected and used by the Corporation in accordance with its Privacy Policy, as in effect from time to time, which is available at https://www.carnegie.org/legal-information/privacy-policy/.

Enforcement: The Corporation hereby reserves the right to enforce the terms of this Grant Agreement, including by filing suit in a court of competent jurisdiction, and the Grantee agrees that the Corporation will have standing to bring any such suit.

Entire Agreement and Governing Law: This Grant Agreement will constitute the full understanding between the parties and will be governed by the laws of the State of New York without regard to conflict of laws rules. Any legal action or proceeding relating to this Agreement shall be subject to the exclusive jurisdiction of the courts of the State of New York and the United States District Court for the Southern District of New York located in the city and county of New York and their respective appellate courts.

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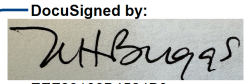
We wish you great success in the activities this grant supports.

Sincerely,

DocuSigned by:

EEF29188B4524B9...

Nicole Howe Buggs
Chief Administrative Officer & Corporate Secretary

Attachments

Cc: Amy Kwon
Michael Matsuda

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Carnegie Corporation of New York
Grant # G-CS-24-61489
Grant Agreement
Attachment 1:

Signature Page to Grant Agreement

This Grant Agreement is to be signed by the Anaheim Union High School District recipient and signifies that you agree with the description and terms set forth in this Grant Agreement.

_____
Signature of Authorized Official

___Dr. Jaron Fried_____
Print Name

__Assistant Superintendent, Ed. Division___
Title

___5/8/24_____ _____
Date

This Grant Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same agreement. Delivery of an executed signature page of this Grant Agreement by facsimile or by electronic mail in portable document format (PDF) will be effective as delivery of a manually executed signature page of the Grant Agreement.

Dr. Jaron Fried

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Carnegie Corporation of New York
Grant # G-CS-24-61489
Grant Agreement
Attachment 2

Requirements for Grant Modifications

Permission to substantially modify grants must be requested in advance. Please note that although activities and products may be modified, the general purpose of the grant must remain the same. Please review the requirements for modifications below and via our website: www.carnegie.org/grants/grantees/reporting-requirements-modification-requests/.

Directions: Grant Modifications can be submitted via the grantee portal. To initiate the process, please submit an email to grantsinfo@carnegie.org with your Grant ID number and the name of the primary contact for the grant. You will receive an email confirmation notifying you to log into the portal and access the grant modification form (located on the bottom left).

Request to Revise the Budget

A revised budget must be requested when changes to line items amount to more than 20 percent of the budgeted amount or when line items are added or deleted from the original approved budget.

All budget revisions must:

Be signed by the financial officer responsible for the grant;

Include an itemized revised budget compared to the original (or most recently approved revised budget); and

Include a written budget narrative justifying the changes.

Requests to Modify Project

Requests to make substantive changes to the Project described in the Grant Agreement must include a rationale for the changes. It may be necessary to include a request to revise the budget depending on the extent of the proposed modifications.

The following requests will not be considered if reports on this grant are overdue.

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Carryover and Extension Requests

If it appears that grant funds will remain unspent when a grant expires, the grantee institution may request the funds be **carried over** to a renewal grant. If the grant was not renewed, the grantee may request a **no-cost extension** of the duration of the grant to a specific date when all funds will be spent and the activities completed.

Carryover Requests

Carryover requests must:

1. Explain why funds will remain unspent when the grant expires;
2. Include a financial report that notes the projected or actual amount of unspent grant funds; and
3. Include an itemized budget that indicates how the unspent funds will be allocated in the renewal grant and a written budget narrative justifying the changes.

No-Cost Extension Requests

No-cost extension requests must:

1. Propose a new ending date for the grant;
2. Explain why more time is required to complete the Project;
3. Include a signed financial report that compares projected expenditures to the original or most recently approved line item budget for the use of Corporation funds; and
4. Include a revised itemized signed budget for the extension period and a written budget narrative justifying the changes.

Request to Transfer Grant from Original Grantee Institution to Another Institution

Must include:

1. An explanation for why the transfer is necessary;
2. A specific date when the proposed transfer will occur;
3. Financial and progress reports from the original grantee (accounting to the day before the proposed transfer) that note the amount of unspent grant funds that will be transferred;
4. A letter from the head of the original grantee institution or official authorized to sign on behalf of the grantee institution relinquishing the grant;
5. A letter from the head of the new institution or official authorized to sign on behalf of that institution accepting the grant;

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6. The EIN number from the new institution to verify tax status;
7. CV and contact information of the new principal investigator (if applicable);
8. Contact information for the new project administrator/financial officer (if applicable);
9. Payment instructions for the new institution (if applicable); and
10. A budget, signed by a financial officer, for the use of remaining grant funds.

Request to Change Project Director/Principal Investigator

The Corporation reserves the right to change the description and terms of the grant if a new project director/principal investigator is not satisfactory to the Corporation.

Include:

1. An explanation for why the change is necessary; and
2. CV and contact information for the new project director/principal investigator.

EXHIBIT K

To place your order: select Submit Customer Purchase Order Here

Confidential Price Quote (6562502)

Submit Customer Purchase Order Here

3/21/2024
Pricing on this Proposal Guaranteed: **8/2/2024**

Presented To: Vy Hoang, hoang_v@auhsd.us
Prepared By: Thomas Eddy, (858) 551-4255, tom.eddy@cengage.com

SHIP TO: ANAHEIM UNION HIGH SCHOOL DIST
Vy Hoang
501 N CRESCENT WAY
ANAHEIM, CA 92801
USA

BILL TO: ANAHEIM UNION HIGH SCHOOL DIST
Vy Hoang
501 N CRESCENT WAY
ANAHEIM, CA 92801
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
http://NGL.Cengage.com/CustomerSupport

View Quote in CAD

Quoted Products: ELD adopted EDGE INSIDE ITUSA dig 2024

Qty	Update Qty	Product	Price	Quoted Price	Total
100		IAC MTS INSIDE B CA 3YR Short/Moore/Tatum/Tinajero/Smith 1st Edition [K12, 2017] 9780357996379 / 0357996372	$96.50	$96.50	$9,650.00
10		IAC MTS INSIDE B CA 3YR Short/Moore/Tatum/Tinajero/Smith 1st Edition [K12, 2017] 9780357996379 / 0357996372	$96.50	$0.00	FREE
315		IAC MTS EDGE A 3YR Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996614 / 0357996615	$85.00	$82.50	$25,987.50
35		IAC MTS EDGE A 3YR Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996614 / 0357996615	$85.00	$0.00	FREE
180		IAC MTS EDGE B 3YR Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996676 / 0357996674	$85.00	$82.50	$14,850.00
20		IAC MTS EDGE B 3YR Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996676 / 0357996674	$85.00	$0.00	FREE

Sub-Total:	$50,487.50
+ Estimated Shipping and/or Process Fee:	$0.00

TOTAL: $50,487.50
Total Savings: $6,877.50

Submit Customer Purchase Order Here

Thank you for your interest in Cengage Learning products.

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EXHIBIT L

To place your order: select Submit Customer Purchase Order Here

Confidential Price Quote (6562503)

Submit Customer Purchase Order Here

3/21/2024
Pricing on this Proposal Guaranteed: **8/1/2024**

Presented To: Vy Hoang, hoang_v@auhsd.us
Prepared By: Thomas Eddy, (858) 551-4255, tom.eddy@cengage.com

SHIP TO: ANAHEIM UNION HIGH SCHOOL DIST
Vy Hoang
501 N CRESCENT WAY
ANAHEIM, CA 92801
USA

BILL TO: ANAHEIM UNION HIGH SCHOOL DIST
Vy Hoang
501 N CRESCENT WAY
ANAHEIM, CA 92801
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
http://NGL.Cengage.com/CustomerSupport

View Quote in CAD

Quoted Products: ELD Supple EDGE INSIDE ITUSA dig 2023

Qty	Update Qty	Product	Price	Quoted Price	Total
333		**IAC MTS INSIDE THE USA ENHANCE D 3YR** Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2021] 9780357999301 / 0357999304	$40.50	$40.50	$13,486.50
37		**IAC MTS INSIDE THE USA ENHANCE D 3YR** Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2021] 9780357999301 / 0357999304	$40.50	$0.00	**FREE**
189		**IAC MTS EDGE FUNDAMENTALS 2YR** Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996782 / 035799678X	$67.50	$66.25	$12,521.25
21		**IAC MTS EDGE FUNDAMENTALS 2YR** Short/Moore/Tatum/Tinajero/Smith 2nd Edition [K12, 2014] 9780357996782 / 035799678X	$67.50	$0.00	**FREE**

Sub-Total:	$26,007.75
+ Estimated Shipping and/or Process Fee:	$0.00

TOTAL: $26,007.75
Total Savings: $3,152.25

Submit Customer Purchase Order Here

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ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th day of May, 2024, between the Anaheim Union High School District ("District") and Awareness in Motion LLC ("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 May 8, 2024 through June 30, 2024.

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 and eight hundred Dollars ($2800) 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. Jennifer Sasai
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fried_ja@auhsd.us

Contractor
Awareness in Motion LLC
Attn: David Yuan
Street Address: 133 Roast Meat Hill
Rd City State Zip: Killingworth, CT
06419 Phone: 408-314-9815
Email:dyuan@awarenessinmotion.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Awareness in Motion LLC

Date: **April 1, 2024**

By: _____

Print Name: **David Yuan**

Title: **Managing Partner**

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:

Provide a student-focused leadership development and social-emotional learning workshop for 60-180 minutes for the students of Walker Jr. High School. The workshop will:

1. Bring 21st-century leadership development and emotional intelligence training from Fortune 500 training rooms to the students. *Note: this will be translated into developmentally appropriate experiences and resources.*
2. Empower students toward their sense of joy, meaning, purpose, and aspirations.
3. Providing students with an experience of self-care and connection that supports their well-being and ability to be resilient moving forward.
4. Support students to have the ability to model and integrate SEL in tangible, practical ways to serve their learning and ability to navigate life.
5. Create youth change agents who can tap into their personal agency and leadership to make meaningful and purposeful choices in life.
6. Create partnerships between adults and students who understand how to contribute to psychological safety and spaces for belonging.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th day of May, 2024 between the Anaheim Union High School District ("District") and Cyberforward Academy ("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 May 8, 2024 through December 31, 2024.

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 Fifty Thousand Dollars ($50,000) 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 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.

10.1.3 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: Jaron Fried, Ed.D
Copy: Scott Reindl
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3511
Email: fried_j@auhsd.us

Contractor
Cyberforward Academy
Attn: Mike Gentile
1315 N. El Camino Real
San Clemente, CA 92672
Phone: 949-538-3970
Email: mike.gentile@cyberfwd.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Cyberforward Academy

Date: 3/12/24

By: DocuSigned by: Mike gentile
FD20422A[illegible]

Print Name: Mike Gentile

Title: President & CEO

:

EXHIBIT A
SCOPE OF WORK
CYBERFORWARD CYBER SECURITY SUMMER ACADEMY PROGRAM
FOR
ANAHEIM UNION HIGH SCHOOL DISTRICT

PROGRAM OUTLINE:

Program Phase	What's Covered	Number of Hours	Students Served
1 – Student Information Sessions	Students will briefly be introduced to the cyber security field and main occupations. They'll learn about the CyberForward Program.	1 (two 30-minute sessions)	Approx. 100+
2 – Foundation	Students will learn how the cyber security discipline operates as well as three junior level job roles and the tasks involved in each role.	20	Up to 35
3 – Work-Based Learning	Students will learn how to perform junior level tasks in the Policy Analyst, Third Party Assessor and Vulnerability Analyst roles. Students will perform mock work in real world scenarios and situations. They will also engage with cyber security staff about these roles and work on soft skills development.	25	Up to 35
4 – Employer Engagement & Capstone Project	Students will engage with employers on cyber security career exploration and/or scenario-based project work.	25	Up to 35
5 – Paid Internship Opportunity	Students that successfully complete the program will be given the opportunity to interview and, if selected, participate in a paid internship when available.	TBD	TBD

PROGRAM DETAILS:

Program/Class Dates: June 3, 2024 – July 19, 2024

- Information Sessions – January 23, 2024 and February 6, 2024

Duration: 7 weeks; Monday - Thursday 9:00 am to 11:30 am (combination of synchronous and asynchronous)

Location: Virtual

Cost: $50,000

Program Includes:

- Marketing materials
- Student application, review and selection
- License to use CyberForward Training Curriculum
- Program delivery and instruction
- Learning Management System (Canvas) and Zoom platform for virtual program delivery
- Program administration and support
- Student certificates
- Digital badges
- Employer engagement and coordination
- Any applicable software licensing costs throughout the program

Payment Terms and Refund Policy:
Payment terms are $25,000 due at signing of this agreement and $25,000 due upon completion of the class.

The district/partner may cancel a program at any time. If the district/partner cancels up to sixty (60) days prior to the program start date, they will be entitled to a full refund of the initial payment. If the district/partner cancels between sixty (60) and fourteen (14) days prior to the program start date, they will be entitled to a fifty percent (50%) refund. If the district/partner cancels less than fourteen (14) days prior to the program start date, they will not be entitled to a refund.

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, Mike Gentile (Name of Individual), am the President & CEO (Title) of CyberForward Academy (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:

Dakota Collins	
Kally Collins	
Brian Payne	

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 San Clemente, California on 3/12/24.
Date

DocuSigned by:
Mike gentile
F020422602D64F5...
Signature

Mike Gentile
Typed or Printed Name

President & CEO
Title

CyberForward Academy
Name of Contractor

1315 N. El Camino Real, San Clemente, CA 92672
Address

949-838-3970
Telephone Number

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th. day of May, 2024 between the Anaheim Union High School District ("District") and Osael Romero ("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 May 8, 2024 through June 30, 2024.

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 $3,401 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. Roxanna Hernandez
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: hernandez_r@auhsd.us

Contractor
Attn: Osael Romero
5963 Gage Ave.
Bell Gardens, CA 90201
Phone: 323-787-6221
Email: ozziepolo@aim.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Osael Romero

Date: 4/1/24

By: Osael Romero

Print Name: Osael Romero

Title: American Red Cross Instructor

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: Osael Romero, ARC Instructor will provide Adult and Pediatric First Aid/CPR certification training to twenty District physical education teachers at the rate of $95.00 per person, and Basic Water Rescue training for twenty District physical education teachers at the rate of $95.00 per person. The training will be provided to District physical education teachers who do not have current certifications. Services will be provided May 8, 2024 through June 30, 2024. The cost of services are not to exceed $3,401.00. This includes a discount of 10.5 percent.

The safety training/certification program and courses are designed and targeted to meet student needs and comply with regulations. The safety courses are equivalent to industry leaders but with simplified lesson plans and flexible teaching guidelines that empower teachers to succeed. The courses will offer high-quality, low-cost, accredited training solutions in online or instructor-led formats for maximum convenience and accessibility.

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 Los Angeles, California on 4/1/24 (Date).

Osael Romero
Signature

Osael Romero
Typed or Printed Name

American Red Cross Instructor
Title

Osael Romero
Name of Contractor

5965 Gage Ave. Bell Gardens, CA. 90201
Address

323-787-6221
Telephone Number

SEXUAL HARASSMENT, STUDENTS 8708

The Anaheim Union High School District is committed to maintaining a learning environment that is free of harassment and discrimination. The District prohibits the unlawful sexual harassment of any student by anyone at school or at school-sponsored or school-related activities. Under federal and state law, the term sexual harassment includes sexual violence. The District also prohibits retaliatory behavior or action against any person who reports, testifies about, files a complaint, or otherwise participates in a District complaint, investigation or grievance process regarding alleged sexual harassment in violation of this policy.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment; or, under Title IX of the Education Amendments of 1972 (Title IX), a hostile environment has been created if the unwelcome conduct of a sexual nature is sufficiently serious that it denies or limits the student's ability to participate in or benefit from the educational program.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Though an incident of sexual harassment may occur off campus or unrelated to school activity, if the effects of the incident may result in harassment, intimidation, or bullying at school or at school-sponsored or school-related activities, which is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the District Title IX Coordinator/designee or Principal/designee shall promptly investigate, determine what occurred, and take action to eliminate any harassment, intimidation, or bullying that occurs at school or at school-sponsored or school-related activities, prevent its recurrence, and address its effects.

A "report" or "complaint" is defined as any oral or written communication to a District employee or administrator which alleges behavior or misconduct that may constitute sexual harassment or sexual violence. A report or complaint may include an oral report, an email, a text message, or other message conveyed to a District employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

An "educational setting" includes participation in educational programs and activities of the school or District, including all the academic, educational, extracurricular, athletic, and other programs and activities of the school, whether those programs or activities take place in a school's facilities, on a school bus, or at a class or training program sponsored by the school or District at another location.

A "third-party" includes someone who is connected to the school or the district for educational, business, or extra-curricular purposes. For example, a third-party may include a vendor, volunteer, coach, or other person who is on school or District grounds during the hours of operation or who is present in the educational setting.

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.

3. Unwelcome or demeaning conduct or comments of a sexual nature directed at or about an individual related to actual or perceived gender, gender identity and gender expression, sex, sexual behavior, sexual orientation, or other related personal characteristics.

4. Graphic verbal comments about an individual's body or overly personal conversation(s).

5. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.

6. Spreading sexual rumors.

7. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

8. Massaging, grabbing, fondling, stroking, or brushing the body.

9. Touching an individual's body or clothes in a sexual way.

10. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.

11. Displaying sexually suggestive objects.

12. Sexual violence, including, but not limited to, sexual assault or sexual battery as defined in Education Code 48900(n), or sexual coercion.

13. Dating violence, stalking, and relationship abuse.

14. Electronic communications containing words, or images described above, including but not limited to sending of sexual pictures, images, web pages, memes, gifs, or messages through text messaging, social media, or other technologies using a telephone, computer, or any wireless communications device.

15. A District employee engaging in, soliciting, or encouraging a sexual relationship or sexual activity with a student(s) based on written, verbal, and/or physical contact or fraternization with a student(s). In some circumstances, a District employee's physical contact with a student may also take on sexual connotations and rise to the level of sexual harassment. For example, a District employee's behavior, such as repeatedly hugging and putting their arms around a student under inappropriate circumstances, could rise to the level of unwelcome touching of a sexual nature.

16. Sexual relationships between District employees and students.

17. Sexual relationships between District employees and former students, if (a) the District employee pursued an intimate or sexual relationship with the former student while the student was enrolled in the District and while the employee was employed with the District.; (b) if the District employee's pursuing behavior took place in an educational setting; or (c) if the District employee's behavior adversely affects the current educational environment.

18. Sexual relationships between District employees and students or former students may also violate Title IX.

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment and sexual violence, including the fact that sexual harassment and sexual violence could occur between people of the same sex.

2. A clear message that students do not have to endure sexual harassment or sexual violence.

3. Encouragement for a student to immediately contact a teacher, the Principal/designee or any other available District employee if the student has been subjected to sexual harassment by a student, District employee, or a third-party in the educational setting.

4. Explanation that, when a report of sexual harassment is made to a Principal/designee, that administrator shall inform the student and/or parent/guardian of the right to file a written complaint through the District's Uniform Complaint Procedures, and also explain how to access those procedures.

5. Encouragement for student bystanders to report observed instances of sexual harassment, even where the target of the harassment has not complained.

6. Information about the District's procedure for investigating sexual harassment complaints and the person(s) to whom a report of sexual harassment should be made.

7. Information about the rights of students and parents/guardians to file a criminal complaint or an OCR complaint, as applicable

Title IX Coordinator

The Board designates the Title IX Coordinator to receive and direct investigation of complaints under this policy, maintain records of complaints and subsequent related actions, ensure District compliance with the law, and answer inquiries regarding the District's sexual harassment policies. The Title IX Coordinator may designate another District employee or third-party investigator to investigate complaints.

Title IX Coordinator
501 N. Crescent Way / P.O. Box 3520
Anaheim, CA 92803
Phone: 714 999-~~1252~~**5621**
stout_l@auhsd.us

Student Reports

Any student who believes they have been subjected to sexual harassment or who has witnessed sexual harassment may report the conduct to any District employee.

District Employee Observation and Reports

Any District employee who receives a sexual harassment report shall promptly report it to the Title IX Coordinator.

Any such report by a District employee does not satisfy the obligation to make a mandated report of suspected child abuse, if applicable.

Reports about Principal/Designee

Where a sexual harassment report or complaint involves the Principal/designee/employee's supervisor, District Title IX Coordinator, or any other person to whom the complaint, report, or incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Notification of Factual Findings from other Entities

If the District is on notice of a factual finding that a District employee engaged in behavior with a student, (including a student from a different school or district), which may constitute sexual harassment or sexual violence as defined in this policy, the District Title IX Coordinator shall investigate the circumstances surrounding the factual finding.

If the District is on notice of a factual finding that a student engaged in behavior with another student, (including a student from a different school or district), which may constitute sexual harassment or sexual violence as defined in this policy, the District Title IX Coordinator shall investigate the circumstances surrounding the factual finding.

If the District Title IX Coordinator is able to determine that the factual finding rises to the level of sexual harassment in violation of this policy, the District shall promptly take action to eliminate the sexual harassment in the educational setting, prevent its recurrence in the educational setting, and address its effects in the educational setting.

For the purposes of this section, a "factual finding" includes a finding of fact made by another public or private school, a law enforcement agency, a child protection agency, a court, the Commission on Teaching Credentials, or any other finding of fact provided to the District which indicates that a District employee or student engaged in behavior which may constitute a violation of this policy and poses a risk to the safety of the District's students.

Other Complaint Options

A student may file a complaint of sexual harassment and, if desired, simultaneously proceed with a criminal complaint. When and if applicable, the District Title IX Coordinator will inform the complainant and respondent of the status of the investigation and when the investigation resumes if a temporary delay is caused by the initiation of a criminal investigation.

A student may also file a sex discrimination complaint with the Office for Civil Rights (OCR) of the United States Department of Education.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond. Training for staff may include topics of child abuse reporting and Title IX compliance.

3. Disseminating and/or summarizing the District's policy and regulation regarding sexual harassment.

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community.

5. Taking appropriate disciplinary action.

6. Taking appropriate remedial or corrective actions.

Confidentiality

All complaints and allegations of sexual harassment or sexual violence shall be kept confidential except as necessary to carry out the investigation, take subsequent remedial or corrective action, conduct ongoing monitoring, or as required by law.

Maintenance of Records

The District Title IX Coordinator, in consultation with the Superintendent or designee, shall maintain a record of all reported cases of sexual harassment and sexual violence to enable the District to monitor, address, and prevent harassing behavior in the educational setting.

Notifications

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed on the District and school websites, in a prominent location in the main administrative building, and in other areas where notices of District rules, regulations, procedures, and standards of conduct are posted

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session

4. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct

5. Be included in the student handbook

6. Be provided District employees at the beginning of the first quarter or semester of the school year, or when a new District employee is hired

7. Be provided to employee organizations

Legal Reference:

EDUCATION CODE

200-262.4	Prohibition of discrimination on the basis of sex
48900	Grounds for suspension or expulsion
48900.2	Additional grounds for suspension or expulsion; sexual harassment
48904	Liability of parent/guardian for willful student misconduct
48980	Notice at beginning of term

CIVIL CODE

51.9	Liability for sexual harassment; business, service and professional relationships
1714.1	Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1	Sexual harassment training

CODE OF REGULATIONS, TITLE 5

3080	Application of section
4600-4687	Uniform complaint procedures
4900-4965	Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221	Application of laws
1232g	Family Educational Rights and Privacy Act
1681-1688	Title IX, discrimination

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67	Family Educational Rights and Privacy
106.1-106.71	Nondiscrimination on the basis of sex in education programs

Board of Trustees
October 25, 2001
References Reviewed: November 2003
Revised: November 5, 2019
Revised: December 15, 2020
Revised: November 17, 2022
Revised: Pending
A

Students – Sexual Harassment

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking, on the basis of sex, as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints shall be investigated and responded to pursuant to BP 91200-Uniform Complaint Procedures **or BP 8701.1–Anti-Bullying. The specific determination as to process will be made by Complainant. If no process is selected, BP 8701.1 will be used to ensure prompt and effective investigation.**

Filing a Complaint

A report of sexual harassment shall be submitted directly to or forwarded to the District's Title IX Coordinator:

Title IX Coordinator
501 N. Crescent Way / P.O. Box 3520
Anaheim, CA 92803
Phone: 714 999-~~1252~~**5621**
stout_l@auhsd.us

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district.

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not

constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint.

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal.

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 91200 - Uniform Complaint Procedures as applicable.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are non-disciplinary, non-punitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

Emergency Removal from School

On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint.

The district may facilitate an informal resolution process provided that the district:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process / Investigation

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45.

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following:

1. The district's Title IX complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

During the investigation process, the district shall:

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

9. After sending the investigative report to the parties and before a decision-maker reaches a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The district shall maintain confidentiality and/or privacy rights of all parties to the complaint in accordance with applicable state and federal laws, except as may be permitted or required to carry out the Title IX complaint process.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct.

The written decision shall be issued within 45 calendar days of the receipt of the complaint. However, the district may extend the timeline for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

The district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. The written decision shall include the following:

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation

in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 5 school days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 7 school days from the receipt of the appeal.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include, but are not limited to, the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent for engaging in sexual harassment, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made.

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall

recommend expulsion.

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to an educational monitoring ~~student success~~ team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44.

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

Legal Reference:

EDUCATION CODE

200-262.4	Prohibition of discrimination on the basis of sex
48900	Grounds for suspension or expulsion
48900.2	Additional grounds for suspension or expulsion; sexual harassment
48985	Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

EXHIBIT Q

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 24-25

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Anaheim Union High School District District CDS Code: 66431

Name of County: Orange County CDS Code: 030

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/7/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Michael Matsuda		Superintendent
Name	*Signature*	*Title*
(714)535-1706	(714)999-3501	
Fax Number	*Telephone Number*	*Date*

501 N. Crescent Way, Anaheim, CA 92801
Mailing Address

jojola_t@auhsd.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish, Mandarin, Korean, Arabic, Vietnamese	
Resource Specialist	5
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	10
Special Education	5
TOTAL	16

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	3
Art	2	Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	2
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	3
Health		Social Science	
Home Economics		Theater	2
Industrial & Technology Education	1	World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 10

If yes, list each college or university with which you participate in an internship program.

Biola, Alliant, CSUDH, CSUEB, CSUF, GCU, Hope International, CSULB, Chapman University,University of Redlands

If no, explain why you do not participate in an internship program.

Interagency Agreement

Return a signed copy of this form by one of the following methods:

- Upload to: CNIPS in “Checklist Items”
- Fax: 916-445-5731
- Mail: School Nutrition Programs Unit County Analyst California Department of Education
  1430 N Street, Suite 4503
  Sacramento, CA 95814

Please check appropriate box:

We did not change this sample ☐

We changed this sample and highlighted our changes ☑

Agreement

This Interagency Agreement between the parties named below authorizes the school food authority (SFA) to claim reimbursement in the Child Nutrition Information and Payment System (CNIPS) for meals it serves to students enrolled in the recipient school or agency. Both parties agree that the recipient school or agency is listed as a site under the administering SFA’s Permanent Single Agreement (PSA) with the California Department of Education (CDE) Nutrition Services Division (NSD) to operate the federal child nutrition programs.

Anaheim Union High School District

SFA Name

CNIPS ID: 02063 Vendor ID: 66431Z

Vibrant Minds Charter School

Recipient School/Agency Name

CNIPS ID (if applicable): 38835 Vendor ID (if applicable): _____

If the recipient school/agency was previously operating under the Permanent Single Agreement of another SFA, identify that SFA below.

SFA Name

CNIPS ID: _____ Vendor ID: _____

Effective and Expiration Dates

This Agreement begins on July 1, 2024 and ends on June 30, 2025.

This Interagency Agreement (hereinafter referred to as **Agreement**) executed in duplicate and entered into on_between the **School Nutrition Program Sponsor**, hereinafter referred to as the **SFA**, and the **Recipient School District or Agency**, hereinafter referred to as **Recipient**, is created for the purpose of providing (check all that apply):

Meals Provided

- [x] Lunches served under the:
  - [x] National School Lunch Program
  - [x] Seamless Summer Feeding Option
  - [ ] Child and Adult Care Food Program
  - [ ] Summer Food Service Program
- [x] Breakfasts served under the:
  - [x] School Breakfast Program
  - [x] Seamless Summer Feeding Option
  - [ ] Child and Adult Care Food Program
  - [ ] Summer Food Service Program
- [x] Snacks served under the:
  - [x] National School Lunch Program
  - [ ] Child and Adult Care Food Program
- [ ] Suppers served under the Child and Adult Care Food Program

Both parties hereby agree that:

1. If at any time the **Recipient** no longer meets the eligibility requirements to participate in the federal child nutrition programs (CNP), they will immediately notify the **SFA** and the **SFA** will drop the **Recipient** from participation under its PSA.

2. The **SFA** will represent the **Recipient** as the CNP sponsor and will claim reimbursement from the CDE for all meals served to children enrolled in the **Recipient's** meal program(s). The **SFA** will only claim reimbursement for complete meals or snacks served to students, according to each child's

eligibility category, at the rate of one breakfast, lunch, and/or snack per child per day.

3. Once approved by the CDE, **the term of this Agreement is one (1) year** as indicated on the cover page. Either party may terminate this Agreement for cause with 10 days' written notice. The **SFA** will provide a written notice of termination to the CDE NSD.

4. In compliance with the California Universal Meals Program, **SFA** will submit an application on behalf of the **Recipient** to participate in Community Eligibility Provision (CEP) should the **Recipient** meet the qualifications. **SFA** will share eligibility data and associated calculations related to CEP.

5. Pursuant to Federal and State requirements for CEP, **Recipient** agrees to reimburse **SFA**, as applicable, for the difference between Federal reimbursements and the cost of providing all meals and snacks at no charge upon receipt of an itemized invoice with copies of records and documents submitted by **SFA** to the CDE.

6. In the event **Recipient** schools no longer qualify for CEP or if CEP is no longer an option, **SFA** will conduct the free and reduced price meal application process. As such, **SFA** will provide **Recipient** with free and reduced price meal application, program eligibility criteria and other informational materials, forms, and letters to households for **Recipient** to use for the distribution and collection of applications.

7. The **Recipient** will perform the point-of-service meal counts. The **SFA** will provide training as necessary to the **Recipient's** staff regarding point-of-service meal counts and completion of all required documents; however, the **SFA** will ultimately be responsible for meal counts and claiming accountability.

8. The **SFA** will perform the required daily and monthly meal count edit checks.

9. Should an audit of the **Recipient** result in fiscal findings, the **Recipient** shall be responsible for paying **SFA** for any amount withheld from a Claim for Reimbursement or any amount returned to the CDE because of said findings.

10. The **SFA** will obtain CDE approval for this Agreement and then include all participating **Recipient** sites in its PSA with the CDE.

11. The **SFA** will provide meals that comply with the nutrition standards established by the U.S. Department of Agriculture (USDA).

12. The **SFA** will prepare meals and snacks in the AUHSD Central kitchen located at 501 N. Crescent Way, Anaheim 92803 . This preparation site will maintain the

appropriate state and local health certifications for the facility.

13. The **Recipient** will notify the **SFA** of the number of meals and snacks needed no later than the designated order date as stipulated by the **SFA.** The **SFA** is not obligated to provide any meals on days when the **SFA** is not open for business.

14. The **SFA** will provide all equipment necessary to transport meals and snacks to the **Recipient**.

15. The **Recipient** will provide all equipment necessary to hold meals at the proper temperature. Additional equipment identified as being necessary will be provided by the **SFA**.

16. Prepared meals will be available for transport or pick up according to the production schedule of the **SFA,** for both the regular school year and summer, and the agreed upon delivery schedule between the **SFA** and **Recipient**.

17. All meals, including those for field trips, will be (choose one):
    - **a.** Transported from the SFA to the **Recipient** ☑
    - **b.** Picked up by the **Recipient** from the **SFA** ☐

18. The **SFA** will store all food, including USDA Foods. Except for those items used on a daily basis by the **Recipient**

19. Both parties will be responsible for maintaining the proper temperature of the meals/snacks until they are served.

20. The **Recipient** will return on a daily basis any and all equipment owned by the **SFA**.

21. The **SFA** will provide the necessary trays, dishes, utensils, straws, and napkins.

22. No later than one (1) week prior to the end of each month, the **SFA** will provide to the **Recipient** a monthly menu specifying the meals and snacks to be served the following month.

23. When the **Recipient** requests meals for field trips, the **SFA** will provide sack lunches that meet the meal pattern requirements. The **Recipient** must request sack lunches for field trips at least seven working days in advance. The **SFA** and **Recipient** shall negotiate the delivery time for field trip sack lunches on a case- by-case basis. The cost per lunch will remain the same as for the regular lunch. The **Recipient** will be responsible for maintaining the appropriate temperature of lunches until served.

24. The gifting or exchange of USDA Foods is not permitted. Until students are served a meal or snack, all USDA Foods remain the property of the **SFA**.

25. The **Recipient** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of the **SFA**.

26. The **Recipient** will keep and maintain liability insurance, including extended coverage for product liability, in an amount no less than 1,000,000 for each occurrence. The **Recipient** will provide the **SFA** with a certificate evidencing insurance in this amount, naming the **SFA** as an additional insured, and specifying that the coverage will not be canceled or modified without 30 days prior written notice to the **SFA**.

27. Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of meals under the CNPs; including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by federal, state, and local authorities in accordance with applicable statutes and regulations.

28. **SFA** shall pay no more than 3.0 hours of **Recipient** school cashier time per school day as documented on the Monthly PAR (personnel activity report) Reports. **Recipient** shall send Monthly PAR Reports to **SFA**. Billing and payments for cashier time wages, not to exceed $17.00 per hour, taxes, and benefits, if applicable, shall occur quarterly. **Recipient** is responsible for ensuring the name of the cashier and corresponding hourly wages, not to exceed $17.00 per hour, are accurately reflected on the quarterly invoice statements. The actual charges will be calculated on current costs at the time of billing except that any retroactive labor costs resulting from salary negotiations will be added to the first billing subsequent to the incursion of said retroactive costs. Cashier time will be documented by daily PARs as required by federal regulations. The cashier will be required to record actual time spent conducting work solely for the **SFA**, will sign off on time and have the **Recipient** administrator's signature and date recorded to document each pay period. **SFA** will reconcile the Monthly PAR Reports to the quarterly invoice statements.

29. **Recipient** will be responsible for arranging and paying for pest control services.

30. **Recipient** will be responsible for having a Wellness Policy that complies with all State and Federal regulations. The **Recipient** will provide the **SFA** with a copy of the policy.

31. **Recipient** shall conduct the required Triennial Assessment as outlined in their Wellness Policy. The Assessment will be made available to the **SFA** and CDE, during an Administrative Review or upon request.

All business and information relating to the execution of this Agreement and the services thereof, including kitchen visitations, will be conducted with the **SFA's** Director of Food Services.

Signatures

The undersigned hereby agrees to all terms and conditions of this Interagency Agreement.

Name and Title of **SFA** Official:

Nancy Nien, Assistant Superintendent – Business Services

Signature of SFA Official: _____ Date: _____

Phone Number: 714-999-3555

Email Address: nien_n@auhsd.us

Name and Title of **Recipient** School or Agency Official:

Debra Schroeder, Ed.D. Founding Director

Signature of SFA Official: Debra J. Schroeder Date: 3/14/2024

Phone Number: 714-563-2390 Fax Number: 714-563-2401

Email Address: dschroeder@vibrantminds.us

CHANGE ORDER NO.1

(Deductive)

PROJECT: Bid #2024-04 Oxford Academy Portables

TO: JM & J Contractors

You are hereby directed to comply with this Change Order.

DESCRIPTION OF CHANGE:

- Work Order 1 – DEDUCT ($1,149)

COST (This cost shall be deleted.):

Original contract price:	$578,200
Change Order amount:	($1,149)
New contract price:	$577,051

TIME FOR COMPLETION:

Original completion date:	88 Consecutive Calendar Days
Time for completion of Change Order:	0 days
New completion date:	88 Consecutive Calendar Days

Contractor agrees to deduct the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. Contractor agrees to the adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By: Joseph M Vargas
Signature

Joseph M Vargas
Print Name

Owner
Title

April 17, 2024
Date

DISTRICT

By: _____
Signature

Nancy Nien
Print Name

Assistant Superintendent, Business
Title

_____
Date

ARCHITECT

By: _____
Signature

Gustavo Galindo
Print Name

Construction Administrator
Title

April 17, 2024
Date

Facilities Planning, Design and Construction
501 Crescent Way ~ P.O. Box 3520
Anaheim, CA 92803-3520
Tel: 714.999.5454 Fax: 714.520.5741

Project Name: Oxford Academy Portables
Project Number: 2024-04

P.O. #T64A0245
DSA #: 04-122470

Work Order

To: *JM & Contractors*
1500 Mesa Verde Dr., E B330
Costa Mesa, CA 92626

Work Order # 001

You are directed to make the following changes in the contract. All work shall be performed subject to all the conditions as contained in our Contract above as fully as if same were repeated in this Work Order. This Work Order shall constitute a full and final settlement of any and all claims you have arising out of the revision set forth herein, including claims for impact and delay costs, excluding those identified herein.

COP 1 - Install 150 Amp Circuit Breaker	$ 6,313. ADD
COP 2 - New Posts, Signage, Ramp (ADA Ramp Work)	$ 14,810. ADD
COP 3 – Re-Roof Portable 911	$ 26,374. ADD
COP 4 – Install New Conduits	$ 8,434. ADD
COP 5 – Wood Skirt Siding at TMP Ramps	$ 8,050. ADD
COP 6 – R&R Exterior Light Fixtures at 7 Existing Portables	$ 4,870. 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 <$1,149.> DEDUCT ☐ Not to Exceed
- ☐ Time and Materials. Submit daily time and material equipment documentation on TIME & MATERIAL DAILY EXTRA WORK REPORT forms
- ☐ Submit quotations promptly for the work described above. The cost of the work will be determined from the CHANGE ORDER PROPOSAL subject to review, and will be resolved to be mutually agreeable.
- ☐ In accordance with contract unit prices

TIME:

- ☒ No Change ☐ Impact unknown at this time ☐ Impact to contract completion date is estimated at _____ days
- ☐ Will not change completion date but is expected to impact durations of specific CPM activities. (Activity Nos. _____ days_____)
  The contractor will create activities in the Contractor's Detailed Construction Schedule immediately following approval of this Work Order showing the impact of this work. These activities will be reviewed and approved in accordance with the contractor's weekly and monthly schedule submittals.

	Signature	Date
AUHSD Assistant Superintendent, Business		
AUHSD Patricia Neely		4/17/24
Contractor	Joseph M. Vargas	April 17,2024
Architect		4.17.2024
Project Manager		4/17/24
IOR		4-17-24

Wednesday, April 17, 2024

Declaring Certain Equipment as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction	
Quantity	**Description**
6	CD Drive
2	Chair, Office Task
2	Computer Desktop
18	Computer Keyboard
2	File Cabinet
120	Headphones
16	Lightpad
1	Printer
1	Projector
1	Rack, Bun
1	Scanner
5	Serving Counter

Declaring Certain Books as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

EXHIBIT U

Description	Quantity	Publication Date	General Condition	Reason For Disposition	Compliant Y/N
English					
Prentice Lit (Green 11th)	33	Outdated	Fair	Obsolete	No To Be Sold
Prentice Lit (Blue 10th)	32	Outdated	Fair	Obsolete	No To Be Sold
Edge Lit C.Core	40	Outdated	Fair	Obsolete	No To Be Sold
Edge Reading, Writing, Lang.	12	Outdated	Fair	Obsolete	No To Be Sold
Edge	32	Outdated	Fair	Obsolete	No To Be Sold
English Prentice Hall Lit (Blue) 10th Grade	4	Outdated	Fair	Obsolete	No To Be Sold
English Prentice Hall Lit (Brown) 11th Grade	2	Outdated	Fair	Obsolete	No To Be Sold
Prentice Hall Tchr Edition Vol II	1	Outdated	Fair	Obsolete	No To Be Sold
Collections 9	435	Outdated	Fair	Obsolete	No To Be Sold
Collections 10	581	Outdated	Fair	Obsolete	No To Be Sold
Collections 11	515	Outdated	Fair	Obsolete	No To Be Sold
Collections 12	235	Outdated	Fair	Obsolete	No To Be Sold
Prentice Hall 10	24	Outdated	Fair	Obsolete	No To Be Sold
Prentice Lit. Green	10	Outdated	Fair	Obsolete	No To Be Sold
Prentice Lit. Gray	9	Outdated	Fair	Obsolete	No To Be Sold
Collections 7	2	Outdated	Fair	Obsolete	No To Be Sold
Collections 8	4	Outdated	Fair	Obsolete	No To Be Sold
Accounting					
Century 21 Acct. 9E	12	Outdated	Fair	Obsolete	No To Be Sold
ELD					
Edge Level B	5	Outdated	Fair	Obsolete	No To Be Sold
Math					
Century 21 Accounting	4	Outdated	Fair	Obsolete	No To Be Sold
Psychology					
Understanding Psychology	2	Outdated	Fair	Obsolete	No To Be Sold
The Developing Child	2	Outdated	Fair	Obsolete	No To Be Sold
Psychology Purp. 2008	70	Outdated	Fair	Obsolete	No To Be Sold
Psychology Red 2019	35	Outdated	Fair	Obsolete	No To Be Sold
Science					
Biology	241	Outdated	Fair	Obsolete	No To Be Sold
Chemistry	80	Outdated	Fair	Obsolete	No To Be Sold
Science Dictionary	20	Outdated	Fair	Obsolete	No To Be Sold
Chem. Matter & Change	34	Outdated	Fair	Obsolete	No To Be Sold
Holt Earth Science 2007	41	Outdated	Fair	Obsolete	No To Be Sold
Holt Biology 2007	21	Outdated	Fair	Obsolete	No To Be Sold
Comprehensive Health 2018	96	Outdated	Fair	Obsolete	No To Be Sold
Social Studies					
Princ/Amer. Democracy 2009	423	Outdated	Fair	Obsolete	No To Be Sold
Economics 2019	272	Outdated	Fair	Obsolete	No To Be Sold

Declaring Certain Books as Unusable, Obsolete,
and/or Out-of-Date and Ready for Sale, or Destruction

Description	Quantity	Publication Date	General Condition	Reason For Disposition	Compliant Y/N
Impact California Social Studies	24	Outdated	Fair	Obsolete	No To Be Sold
IMPACT U.S. Hist & Geo 2019	180	Outdated	Fair	Obsolete	No To Be Sold
Spanish					
¡Avancemos! Spanish 2/2018	27	Outdated	Fair	Obsolete	No To Be Sold
Entre Mundos	8	Outdated	Fair	Obsolete	No To Be Sold
Tu Mundo	52	Outdated	Fair	Obsolete	No To Be Sold
Entre Mundos White Ed. 2004	58	Outdated	Fair	Obsolete	No To Be Sold
Avancemos! Span. 2 2018	64	Outdated	Fair	Obsolete	No To Be Sold
Avancemos! Teacher Ed. 1 & 4	2	Outdated	Fair	Obsolete	No To Be Sold
World History					
World History, Culture & Geo	59	Outdated	Fair	Obsolete	No To Be Sold
Art					
Art In Focus	47	Outdated	Fair	Obsolete	No To Be Sold
Art Talk	12	Outdated	Fair	Obsolete	No To Be Sold
Exploring Art	39	Outdated	Fair	Obsolete	No To Be Sold
The Illustrators Bible	20	Outdated	Fair	Obsolete	No To Be Sold

DONATIONS

May 7, 2024

Location	Donated By	Item
Kennedy	Mr. and Mrs. Hoganson	$1,320, Production "Mama Mia"

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

EXHIBIT W

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0452	**360DTII LLC**	**1,464.19**	1,464.19	0142393110 4410	VEA PERKINS STUDENT ORG OXFORD / EQUIPMENT
T64T0471	**360DTII LLC**	**1,464.19**	1,464.19	0137000910 4410	SY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0473	**360DTII LLC**	**672.07**	672.07	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0474	**360DTII LLC**	**672.07**	672.07	0131000910 4410	BR/LCFFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1539	**A 1 FENCE COMPANY**	**67,471.00**	13,598.25	0124232081 5610	LOARA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
			16,675.25	0127232081 5610	KE/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
			17,436.25	0128232081 5610	CY/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
			19,761.25	0138232081 5610	BALL/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1866	**A AND J SHEET METAL INC**	**1,295.80**	1,295.80	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
T64R1594	**AARDVARK CLAY AND SUPPLIES INC**	**260.20**	260.20	0128230081 4355	CY/GENERAL/MO / MAINTENANCE SUPPLIES
T64R1605	**AARDVARK CLAY AND SUPPLIES INC**	**628.81**	628.81	0122439010 4310	MA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1815	**ABLENET INC.**	**274.76**	274.76	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1642	**AC POWER 1 INC**	**5,000.00**	5,000.00	0122231081 5610	MA/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICES
T64R1859	**AC POWER 1 INC**	**5,000.00**	5,000.00	0144231081 5610	LEX/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICES
T64R1898	**AC POWER 1 INC**	**4,700.00**	4,700.00	0124220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
T64T0488	**ACCO BRANDS USA LLC**	**4,126.65**	4,126.65	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64X0500	**ACCO BRANDS USA LLC**	**700.00**	700.00	0122140027 5610	MA/SCH ADM / REPAIRS/MAINT - O/S SERVICES
T64R1448	**ACDA**	**302.00**	302.00	0120381010 5210	ANAHEIM/ECIA1/INSTR / TRAVEL AND CONFERENC
T64T0454	**ADAFRUIT INDUSTRIES LLC**	**1,269.35**	1,269.35	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0485	**ADAFRUIT INDUSTRIES LLC**	**1,421.49**	1,421.49	0142393110 4310	VEA PERKINS STUDENT ORG OXFORD /
T64T0459	**ADORAMA**	**4,632.45**	1,451.35	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			3,181.10	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
T64T0548	**ADORAMA**	**1,357.91**	1,357.91	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT - NON-
T64T0573	**ADORAMA**	**5,299.57**	5,299.57	0140439010 4410	SO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0545	**AEC TECHNOLOGIES**	**1,375.00**	1,375.00	0156156072 5880	FACILITIES/GENL ADM / OTHER OPERATING
T64A0286	**AIREMASTERS AIR CONDITIONING**	**5,859,752.00**	5,859,752.00	0156392885 6269	ESSER III (ARP ACT) / CONSTRUCTION-HVAC
T64T0455	**AIRWOLF 3D**	**583.53**	583.53	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64R1446	**ALL AMERICAN TROPHY ENGRAVING**	**1,470.25**	1,470.25	0115115021 4320	EDUCATION/SUPV INST / OTHER OFFICE/MISC
T64R1453	**ALONTI CAFE AND CATERING**	**525.66**	525.66	0160489510 4390	SCHL MNTL HL/TUPE GNT-COHORT J / MEETING
T64C0099	**AMAZON CAPITAL SERVICE**	**1,055.73**	1,055.73	0152152030 4310	PUPIL TEST/TEST / INSTRUCTIONAL MATL &
T64R1399	**AMAZON CAPITAL SERVICE**	**282.67**	282.67	0121750981 4320	WE/ILC/M&O / OTHER OFFICE/MISC SUPPLIES
T64R1411	**AMAZON CAPITAL SERVICE**	**108.83**	108.83	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1424	**AMAZON CAPITAL SERVICE**	**31.22**	31.22	0153752140 4310	COLOR & LIGHT/ANCIL / INSTRUCTIONAL MATL &
T64R1471	**AMAZON CAPITAL SERVICE**	**109.76**	109.76	0138000034 4320	BALL/HEALTH / OTHER OFFICE/MISC SUPPLIES
T64R1478	**AMAZON CAPITAL SERVICE**	**495.48**	495.48	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1487	**AMAZON CAPITAL SERVICE**	**993.02**	993.02	0124000927 4320	LO/LCFF (EIA)/SCH ADMIN / OTHER OFFICE/MISC
T64R1502	**AMAZON CAPITAL SERVICE**	**90.48**	90.48	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1508	**AMAZON CAPITAL SERVICE**	**7,717.13**	3,581.56	0128546810 4310	CY/SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAI
			4,135.57	0128546810 4410	CY/SWP K12 PATHWAY(ROUND 4) / EQUIPMENT -
T64R1510	**AMAZON CAPITAL SERVICE**	**353.10**	353.10	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1540	**AMAZON CAPITAL SERVICE**	**425.14**	425.14	0138025040 4310	BALL/ASB/ANCIL / INSTRUCTIONAL MATL &
T64R1542	**AMAZON CAPITAL SERVICE**	**71.30**	71.30	0123381110 4310	SAVANNA/TITLE I/PARENTING / INSTRUCTIONAL
T64R1551	**AMAZON CAPITAL SERVICE**	**555.86**	555.86	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64R1554	**AMAZON CAPITAL SERVICE**	**55.24**	55.24	0135252011 4310	DA/MILD MODERATE/SE SEP CL/NSE /
T64R1567	**AMAZON CAPITAL SERVICE**	**451.17**	451.17	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
T64R1569	**AMAZON CAPITAL SERVICE**	**599.58**	599.58	0125439010 4310	KA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1599	**AMAZON CAPITAL SERVICE**	**322.36**	322.36	0124257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64R1603	**AMAZON CAPITAL SERVICE**	**839.37**	839.37	0112112072 5880	PURCHASING/GENL ADM / OTHER OPERATING
T64R1606	**AMAZON CAPITAL SERVICE**	**171.16**	171.16	0168381010 4210	GI/TITLE I/INSTR / BOOKS AND REFERENCE
T64R1631	**AMAZON CAPITAL SERVICE**	**345.28**	345.28	0144017010 4310	LEX/INDUS TECH/INSTR / INSTRUCTIONAL MATL &
T64R1634	**AMAZON CAPITAL SERVICE**	**389.38**	28.39	0168591510 4210	GILBERT/LOCAL GRANTS/GIFTS / BOOKS AND
			360.99	0168591510 4310	GILBERT/LOCAL GRANTS/GIFTS / INSTRUCTIONAL
T64R1650	**AMAZON CAPITAL SERVICE**	**782.09**	782.09	0160381721 4310	SCHL MNTL HTLH/MCKINNEY-VENTO /
T64R1654	**AMAZON CAPITAL SERVICE**	**2,270.67**	847.77	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
			1,422.90	0128385027 4320	CY/TITLE IV/SCH ADM / OTHER OFFICE/MISC
T64R1658	**AMAZON CAPITAL SERVICE**	**280.13**	280.13	0185439021 4320	ARTS ED/PROP 28/INSTR SUP / OTHER OFFICE/MISC
T64R1659	**AMAZON CAPITAL SERVICE**	**6,160.83**	6,160.83	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1660	**AMAZON CAPITAL SERVICE**	**517.11**	517.11	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1662	**AMAZON CAPITAL SERVICE**	**96.91**	96.91	0127028034 4320	KENNEDY/ATHLETICS/HEALTH / OTHER OFFICE/MI
T64R1672	**AMAZON CAPITAL SERVICE**	**2,429.40**	2,429.40	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1691	**AMAZON CAPITAL SERVICE**	**803.43**	803.43	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1704	**AMAZON CAPITAL SERVICE**	**237.88**	237.88	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1715	**AMAZON CAPITAL SERVICE**	**308.27**	308.27	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1722	**AMAZON CAPITAL SERVICE**	**724.25**	724.25	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1724	**AMAZON CAPITAL SERVICE**	**800.37**	800.37	0140381110 4210	TITLE I - PARENTING / BOOKS AND REFERENCE
T64R1736	**AMAZON CAPITAL SERVICE**	**149.96**	149.96	0134489510 4310	WA/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONA
T64R1740	**AMAZON CAPITAL SERVICE**	**1,432.00**	1,432.00	0123439010 4310	SA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1752	**AMAZON CAPITAL SERVICE**	**145.21**	145.21	0144489510 4310	LEX/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONA
T64R1756	**AMAZON CAPITAL SERVICE**	**558.62**	558.62	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1759	**AMAZON CAPITAL SERVICE**	**265.21**	265.21	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64R1762	**AMAZON CAPITAL SERVICE**	**1,544.37**	1,544.37	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1763	**AMAZON CAPITAL SERVICE**	**448.72**	448.72	0128005010 4310	CY/ART/INSTR / INSTRUCTIONAL MATL & SUPPLIES
T64R1766	**AMAZON CAPITAL SERVICE**	**790.77**	790.77	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1870	**AMAZON CAPITAL SERVICE**	**301.68**	301.68	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1871	**AMAZON CAPITAL SERVICE**	**1,927.29**	1,927.29	0168489510 4310	GI/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1877	**AMAZON CAPITAL SERVICE**	**152.28**	152.28	0140140027 4320	SOUTH/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64R1883	**AMAZON CAPITAL SERVICE**	**507.09**	507.09	0137439010 4310	SY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1888	**AMAZON CAPITAL SERVICE**	**124.56**	124.56	0142000081 4347	OXFORD/MO / OPERATIONS SUPPLIES - MISC
T64R1904	**AMAZON CAPITAL SERVICE**	**79.83**	79.83	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1905	**AMAZON CAPITAL SERVICE**	**503.63**	503.63	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1906	**AMAZON CAPITAL SERVICE**	**3,835.36**	3,835.36	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64R1907	**AMAZON CAPITAL SERVICE**	**592.09**	592.09	0127017010 4310	KE/INDUS TECH/INSTR / INSTRUCTIONAL MATL &
T64R1908	**AMAZON CAPITAL SERVICE**	**188.51**	188.51	0163750721 4320	EL/S & C (GOAL 1.7h)/SERV / OTHER OFFICE/MISC
T64R1917	**AMAZON CAPITAL SERVICE**	**208.92**	208.92	0161381110 4310	PO/TITLE I-PARENTING/INSTR / INSTRUCTIONAL
T64R1918	**AMAZON CAPITAL SERVICE**	**216.01**	216.01	0135000081 4347	DALE/MO / OPERATIONS SUPPLIES - MISC
T64R1919	**AMAZON CAPITAL SERVICE**	**449.02**	449.02	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1924	**AMAZON CAPITAL SERVICE**	**204.73**	204.73	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1928	**AMAZON CAPITAL SERVICE**	**163.66**	163.66	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1929	**AMAZON CAPITAL SERVICE**	**149.87**	149.87	0137439010 4310	SY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64S0119	**AMAZON CAPITAL SERVICE**	**1,880.54**	1,880.54	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64T0450	**AMAZON CAPITAL SERVICE**	**86.19**	86.19	0119251511 4310	LEARN HDCP S/SE SEP CL/NSEV / INSTRUCTIONAL
T64T0481	**AMAZON CAPITAL SERVICE**	**355.30**	355.30	0114114072 4347	WAREHOUSE/GENL ADM / OPERATIONS SUPPLIES -
T64T0483	**AMAZON CAPITAL SERVICE**	**235.24**	235.24	0185439021 4320	ARTS ED/PROP 28/INSTR SUP / OTHER OFFICE/MISC

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T64T0486	**AMAZON CAPITAL SERVICE**	**117.45**	117.45	0119257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64T0534	**AMAZON CAPITAL SERVICE**	**153.49**	153.49	0175393010 4310	CVA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0558	**AMAZON CAPITAL SERVICE**	**89.93**	89.93	0124000010 4310	LOARA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
T64T0567	**AMAZON CAPITAL SERVICE**	**96.98**	96.98	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64T0569	**AMAZON CAPITAL SERVICE**	**536.60**	536.60	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1509	**AMERICAN CASUAL**	**805.43**	805.43	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1685	**AMERICAN CASUAL**	**2,736.79**	2,736.79	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1806	**AMERICAN CASUAL**	**177.79**	177.79	0120000010 4310	ANAHEIM/INSTR / INSTRUCTIONAL MATL &
T64R1882	**AMERICAN CASUAL**	**844.70**	844.70	0161489510 4310	PO/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1714	**AMERICAN LEGION**	**75.00**	75.00	0121000010 5880	WESTERN/INSTR / OTHER OPERATING EXPENSES
T64X0492	**AMERICAN MARKETING PROMOTIONS**	**1,500.00**	1,500.00	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1744	**AMERICAN SIGNS CALIFORNIA LLC**	**1,181.76**	1,181.76	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64A0278	**ANAHEIM ELEMENTARY SCHOOL DIST**	**20,000.00**	20,000.00	0163750110 5810	EL/S & C (GOAL 1.1b)/INSTR / NON-INSTRUCTIONAL
T64R1428	**ANAHEIM GLASS INC**	**5,117.81**	1,710.00	0121000910 5610	WE/LCFF-CONCENTRATION/INSTR / REPAIRS/MAINT
			367.62	0121439010 4310	WE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			3,040.19	0121439010 4410	WE/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1889	**ANAHEIM RESTAURANT SUPPLIES**	**3,710.91**	3,710.91	0150000072 4410	ADMIN/GENL ADM / EQUIPMENT - NON-CAPITALIZE
T64R1546	**ANDERSON'S**	**202.40**	202.40	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1943	**ANDERSON'S SCHOOL SPIRIT**	**2,081.59**	2,081.59	0140000010 4410	SOUTH/INSTR / EQUIPMENT - NON-CAPITALIZED
T64R1528	**ANIXTER**	**2,989.42**	2,989.42	0110236081 4355	MAINTENANCE/LOCKS/MO / MAINTENANCE
T64R1545	**ANIXTER**	**3,214.65**	3,214.65	0110236081 4410	MAINTENANCE/LOCKS/MO / EQUIPMENT - NON-
T64R1628	**ANTHEM SPORTS LLC**	**286.94**	286.94	0140230081 4355	SOUTH/GENERAL/MO / MAINTENANCE SUPPLIES
T64R1682	**ANTHEM SPORTS LLC**	**72.31**	72.31	0124028081 4347	LOARA/ATHLETICS/FIELD SUPP / OPERATIONS

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T64R1684	**ANTHEM SPORTS LLC**	**4,253.50**	4,253.50	0124027010 4310	LOARA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
T64R1277	**AP CONSTRUCTION GROUP INC**	**22,375.00**	22,375.00	0147235081 5610	HOPE/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
T64T0463	**APPLE INC**	**2,267.19**	2,267.19	0128385010 4410	CY/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
T64T0529	**APPLE INC**	**1,068.95**	1,068.95	0124000010 4410	LOARA/INSTR / EQUIPMENT - NON-CAPITALIZED
T64T0530	**APPLE INC**	**1,068.95**	1,068.95	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0531	**APPLE INC**	**278.00**	278.00	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0546	**APPLE INC**	**966.52**	966.52	0185439021 4320	ARTS ED/PROP 28/INSTR SUP / OTHER OFFICE/MISC
T64T0555	**APPLE INC**	**38,957.00**	38,957.00	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT - NON-
T64R1562	**AQUARIUM OF THE PACIFIC**	**420.00**	420.00	0138000910 5880	BA/LCFF-CONCENTRATION/INSTR / OTHER
T64R1476	**ARBOR SCIENTIFIC**	**187.34**	187.34	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1556	**ARBOR SCIENTIFIC**	**139.24**	139.24	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1712	**ARBOR SCIENTIFIC**	**212.50**	212.50	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1793	**ARBOR SCIENTIFIC**	**846.83**	683.86	0142000010 4310	OXFORD/INSTR / INSTRUCTIONAL MATL & SUPPLIE
			162.97	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1830	**ARBOR SCIENTIFIC**	**1,391.81**	1,327.21	0127030510 4310	KE/IB BIOLOGY/INSTR / INSTRUCTIONAL MATL &
			64.60	0127036010 4310	KE/ANAT-PHYS/INSTR / INSTRUCTIONAL MATL &
T64T0553	**ASSOCIATED BUSINESS PRODUCTS**	**1,325.33**	1,325.33	0125140027 4410	KA/SCH ADM/SCH ADM / EQUIPMENT - NON-
T64R1425	**ATKINSON ANDELSON LOYA RUUD**	**447.00**	447.00	0156156072 5210	FACILITIES/GENL ADM / TRAVEL AND CONFERENC
T64T0470	**AUDIO DYNAMIX INC**	**4,500.00**	4,500.00	0123591510 4410	SAVANNA/LOCAL GRANTS/GIFT / EQUIPMENT - NO
T64T0532	**AUDIO RESOURCE GROUP INC**	**965.44**	965.44	0122381110 4320	ECIA TITLE I - PARENTING / OTHER OFFICE/MISC
T64R1419	**AUHSD**	**1,192.66**	1,192.66	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1449	**AUHSD**	**911,377.24**	44,716.35	0109437237 4320	FOOD SERVICE INFRA/TRAINING / OTHER
			38,815.11	0109437237 4410	FOOD SERVICE INFRA/TRAINING / EQUIPMENT - NO
			2,055.00	0109437237 5210	FOOD SERVICE INFRA/TRAINING / TRAVEL AND

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T64R1449	***** CONTINUED *****				
			8,551.85	0109437237 5610	FOOD SERVICE INFRA/TRAINING / REPAIRS/MAINT -
			17,778.84	0109437237 5620	FOOD SERVICE INFRA/TRAINING /
			27,790.00	0109437237 5810	FOOD SERVICE INFRA/TRAINING / NON-
			23,827.45	0109437237 5880	FOOD SERVICE INFRA/TRAINING / OTHER
			747,842.64	0109437237 6490	FOOD SERVICE INFRA/TRAINING / EQUIPMENT -
T64R1824	**AVID CENTER**	**999.00**	999.00	0135381010 5210	DALE/ECIA1/INSTR / TRAVEL AND CONFERENCE
T64R1503	**AWARDS BY PAUL**	**238.13**	238.13	0123381110 4310	SAVANNA/TITLE I/PARENTING / INSTRUCTIONAL
T64R1694	**AWARDS BY PAUL**	**592.63**	592.63	0131000927 4320	BR/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1805	**AWARDS BY PAUL**	**7,186.93**	3,593.46	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC SUPPLIE
			3,593.47	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
T64X0497	**AWARDS BY PAUL**	**3,000.00**	3,000.00	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64X0502	**AWARDS BY PAUL**	**3,500.00**	3,500.00	0132000927 4320	OR/LCFF-CONCENTRATION/SCH ADM / OTHER
T64T0444	**B AND H PHOTO VIDEO INC**	**2,435.31**	2,435.31	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64T0445	**B AND H PHOTO VIDEO INC**	**462.88**	430.89	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			31.99	0128393010 5880	CY/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64T0448	**B AND H PHOTO VIDEO INC**	**8,733.66**	2,732.85	0132393010 4310	OR/VEA-2B/ISNTR / INSTRUCTIONAL MATL &
			6,000.81	0132393010 4410	OR/VEA-2B/ISNTR / EQUIPMENT - NON-CAPITALIZEI
T64T0449	**B AND H PHOTO VIDEO INC**	**4,069.48**	2,176.86	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			1,892.62	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT - NON-
T64T0466	**B AND H PHOTO VIDEO INC**	**2,946.37**	145.95	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			2,800.42	0120439010 4410	AN/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0476	**B AND H PHOTO VIDEO INC**	**2,751.53**	2,751.53	0125439010 4410	KA/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0477	**B AND H PHOTO VIDEO INC**	**711.15**	711.15	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64T0480	**B AND H PHOTO VIDEO INC**	**6,277.19**	3,257.08	0125393010 4310	KA/VEA-2B/INSTR / INSTRUCTIONAL MATL &

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0480	***** CONTINUED *****				
			3,020.11	0125393010 4410	KA/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
T64T0484	**B AND H PHOTO VIDEO INC**	**421.22**	421.22	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0487	**B AND H PHOTO VIDEO INC**	**419.43**	419.43	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0506	**B AND H PHOTO VIDEO INC**	**118.48**	118.48	0123000927 4320	SA/LCFF (EIA)/SCH ADM / OTHER OFFICE/MISC
T64T0507	**B AND H PHOTO VIDEO INC**	**2,292.16**	2,292.16	0175393010 4310	CVA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0513	**B AND H PHOTO VIDEO INC**	**215.28**	215.28	0134489510 4310	WA/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAI
T64T0514	**B AND H PHOTO VIDEO INC**	**825.06**	825.06	0124393010 4310	LOARA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0523	**B AND H PHOTO VIDEO INC**	**514.18**	514.18	0128009010 4310	CY/PHOTO/INSTR / INSTRUCTIONAL MATL &
T64T0525	**B AND H PHOTO VIDEO INC**	**193.73**	193.73	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
T64T0536	**B AND H PHOTO VIDEO INC**	**11,634.85**	11,634.85	0134000910 4410	WA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0537	**B AND H PHOTO VIDEO INC**	**171.32**	171.32	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
T64T0539	**B AND H PHOTO VIDEO INC**	**332.17**	332.17	0125393010 5880	KA/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64T0540	**B AND H PHOTO VIDEO INC**	**321.10**	321.10	0140385010 4310	SO/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64T0541	**B AND H PHOTO VIDEO INC**	**2,531.04**	1,446.54	0134000927 4320	WA/LCFF-CONCENTRATION/SCH ADM / OTHER
			1,084.50	0134000927 4410	WA/LCFF-CONCENTRATION/SCH ADM / EQUIPMENT
T64T0542	**B AND H PHOTO VIDEO INC**	**4,114.00**	1,244.50	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			2,869.50	0128439010 4410	CY/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0543	**B AND H PHOTO VIDEO INC**	**1,662.92**	307.17	0132393010 4310	OR/VEA-2B/ISNTR / INSTRUCTIONAL MATL &
			1,355.75	0132393010 4410	OR/VEA-2B/ISNTR / EQUIPMENT - NON-CAPITALIZEI
T64T0549	**B AND H PHOTO VIDEO INC**	**166.61**	166.61	0161381110 4310	PO/TITLE I-PARENTING/INSTR / INSTRUCTIONAL
T64T0556	**B AND H PHOTO VIDEO INC**	**333.20**	333.20	0168381110 4310	TITLE I-PARENTING/INSTR / INSTRUCTIONAL MATL
T64T0560	**B AND H PHOTO VIDEO INC**	**323.24**	323.24	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTION/
T64T0563	**B AND H PHOTO VIDEO INC**	**4,164.67**	1,428.24	0127439010 4310	KE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA

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T64T0563	***** CONTINUED *****				
			2,736.43	0127439010 4410	KE/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0586	**B AND H PHOTO VIDEO INC**	**546.92**	546.92	0175000010 4310	CVA/INDEPENDENT STUDY/INSTR / INSTRUCTIONA
T64T0587	**B AND H PHOTO VIDEO INC**	**444.47**	444.47	0163750721 4320	EL/S & C (GOAL 1.7h)/SERV / OTHER OFFICE/MISC
T64T0588	**B AND H PHOTO VIDEO INC**	**3,845.02**	258.73	0152393010 4310	CPSF/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			3,586.29	0152393010 4410	CPSF/VEA-2B/INSTR / EQUIPMENT - NON-
T64T0590	**B AND H PHOTO VIDEO INC**	**884.01**	347.43	0147439010 4310	HO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			536.58	0147439010 4410	HO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1641	**B AND M LAWN AND GARDEN INC**	**1,140.00**	1,140.00	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
T64R1536	**BARNES AND NOBLE**	**620.21**	620.21	0123385010 4210	SA/TITLE IV/INSTR / BOOKS AND REFERENCE
T64R1552	**BARNES AND NOBLE**	**326.48**	326.48	0123381110 4210	SAVANNA/TITLE I/PARENTING / BOOKS AND
T64R1632	**BARNES AND NOBLE**	**529.10**	529.10	0124000910 4210	LO/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1635	**BARNES AND NOBLE**	**112.81**	112.81	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1761	**BARNES AND NOBLE**	**362.23**	362.23	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1801	**BARNES AND NOBLE**	**352.00**	352.00	0124000910 4210	LO/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1869	**BARNES AND NOBLE**	**456.93**	456.93	0138000910 4210	BA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64A0283	**BARNETT W BERRY**	**25,000.00**	25,000.00	0102102071 5805	SUPT/BRD SUPT / INSTRUCTIONAL PROF
T64R1769	**BARTLETT INSTRUMENT CO.**	**168.00**	168.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
T64S0113	**BATTERY SPECIALTIES INC**	**750.97**	750.97	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1899	**BCT ENTERTAINMENT**	**6,088.81**	484.88	0124970081 4347	LOARA/COMM SVC/ANCIL / OPERATIONS SUPPLIES
			2,603.93	0124970081 4410	LOARA/COMM SVC/ANCIL / EQUIPMENT - NON-
			3,000.00	0124970081 5610	LOARA/COMM SVC/ANCIL / REPAIRS/MAINT - O/S
T64R1708	**BERTRAND'S MUSIC**	**4,956.48**	4,956.48	0132439010 4410	OR/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0571	**BEST BUY FOR BUSINESS**	**179.34**	179.34	0168257511 4310	EMOTIONAL DISTRB/SE SEP CL/SEV /

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T64R1678	**BEST PRICE APPLIANCE CORPORATI**	**175.00**	175.00	0121028040 5610	WE/ATHLET/ANCILLARY / REPAIRS/MAINT - O/S
T64R1749	**BIO RAD LABORATORIES INC.**	**111.36**	111.36	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
T64R1412	**BLICK ART MATERIALS LLC**	**101.64**	101.64	0128027010 4310	CY/PHYS ED/INSTR / INSTRUCTIONAL MATL &
T64R1465	**BLICK ART MATERIALS LLC**	**389.59**	389.59	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1558	**BLICK ART MATERIALS LLC**	**128.01**	128.01	0123381110 4310	SAVANNA/TITLE I/PARENTING / INSTRUCTIONAL
T64R1573	**BLICK ART MATERIALS LLC**	**3,542.02**	174.83	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			3,367.19	0120439010 4410	AN/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1574	**BLICK ART MATERIALS LLC**	**3,367.19**	3,367.19	0120439010 4410	AN/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1588	**BLICK ART MATERIALS LLC**	**5,389.85**	5,389.85	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1595	**BLICK ART MATERIALS LLC**	**457.01**	457.01	0128073010 4310	CY/ART HISTORY/INSTR / INSTRUCTIONAL MATL &
T64R1649	**BLICK ART MATERIALS LLC**	**3,922.54**	455.14	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			3,467.40	0128439010 4410	CY/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1670	**BLICK ART MATERIALS LLC**	**237.11**	237.11	0153385010 4310	SP/TITLE IV, PART A/INSTR / INSTRUCTIONAL MATL
T64R1709	**BLICK ART MATERIALS LLC**	**136.39**	136.39	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1720	**BLICK ART MATERIALS LLC**	**4,206.25**	4,206.25	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1728	**BLICK ART MATERIALS LLC**	**5,131.40**	4,604.50	0122439010 4310	MA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			526.90	0122439010 4410	MA/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1738	**BLICK ART MATERIALS LLC**	**1,529.47**	1,529.47	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1770	**BLICK ART MATERIALS LLC**	**6,670.80**	237.05	0122439010 4310	MA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			6,433.75	0122439010 6490	MA/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1798	**BLICK ART MATERIALS LLC**	**8,688.44**	5,886.25	0132439010 4310	OR/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			2,802.19	0132439010 4410	OR/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64T0551	**BLUUM USA INC.**	**38,910.00**	38,910.00	0108750477 4410	IT/TECHNOLOGY/DATA PROCESSING / EQUIPMENT
T64T0559	**BLUUM USA INC.**	**1,945.50**	1,945.50	0131000910 4410	BR/LCFFF-CONCENTRATION/INSTR / EQUIPMENT -

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0462	**BRAINPOP LLC**	**363.00**	363.00	0135252011 5880	DA/MILD MODERATE/SE SEP CL/NSE / OTHER
T64T0572	**BRAINPOP LLC**	**302.50**	302.50	0147257011 5880	SEVER HDCP/SE SEP CL/SEV / OTHER OPERATING
T64A0302	**BRAZER EDUCATION CONSULTING LL**	**165,000.00**	165,000.00	0164750110 5810	PD/DISTRICT PD/INSTR / NON-INSTRUCTIONAL PRO
T64C0092	**BREA ORANGE COUNTY PLUMBING HE**	**3,610.00**	3,610.00	0123239081 5610	SA/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
T64R1897	**BREA ORANGE COUNTY PLUMBING HE**	**4,785.27**	4,785.27	0124220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
T64T0465	**BREAKOUT EDU**	**1,048.98**	1,048.98	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64R1435	**BRIDGEPORT GOLF CARS**	**3,940.00**	3,940.00	0110211581 5620	MAINTENANCE/GRADUATION/MO /
T64R1415	**BSN SPORTS**	**1,048.37**	1,048.37	0121027010 4310	WESTERN/PHYS ED/INSTR / INSTRUCTIONAL MATL
T64R1420	**BSN SPORTS**	**160.64**	160.64	0132385010 4310	OR/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1439	**BSN SPORTS**	**6,308.97**	1,700.42	0123385010 4310	SA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
			4,608.55	0123385010 4410	SA/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
T64R1461	**BSN SPORTS**	**15,840.15**	15,840.15	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1467	**BSN SPORTS**	**1,233.43**	1,233.43	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
T64R1468	**BSN SPORTS**	**125.00**	125.00	0120385010 4310	AN/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1517	**BSN SPORTS**	**315.28**	315.28	0140751640 4310	SO/ATHLETICS/ANCIL / INSTRUCTIONAL MATL &
T64R1585	**BSN SPORTS**	**1,397.40**	1,397.40	0124751681 5630	LO/ATHLETICS/M & O / REPAIRS/ATHLETIC
T64R1746	**BSN SPORTS**	**988.00**	988.00	0132750640 4310	OR/AFTER SCHOOL/ANCIL / INSTRUCTIONAL MATL
T64R1811	**BSN SPORTS**	**1,369.44**	265.03	0142028081 4310	OXFORD/ATHLETICS/FIELD SUPP / INSTRUCTIONAL
			530.11	0142028081 4347	OXFORD/ATHLETICS/FIELD SUPP / OPERATIONS
			574.30	0142028081 4410	OXFORD/ATHLETICS/FIELD SUPP / EQUIPMENT - NO
T64R1855	**BSN SPORTS**	**3,089.09**	3,089.09	0135385010 4310	DA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1890	**BSN SPORTS**	**1,053.80**	1,053.80	0137385010 4310	SY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1909	**BSN SPORTS**	**4,398.65**	4,398.65	0137054040 4310	SY/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &

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T64R1681	**BUDDY'S ALL STARS INC**	**2,200.79**	2,200.79	0144000910 4410	LEX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1527	**BULK BOOKSTORE**	**582.66**	582.66	0125381110 4210	KA/TITLE I PARENTING / BOOKS AND REFERENCE
T64R1633	**BULK BOOKSTORE**	**7,714.90**	7,714.90	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1760	**BULK BOOKSTORE**	**9,849.38**	9,849.38	0142000910 4210	OX/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64X0504	**BURNETT ENGRAVING**	**1,000.00**	1,000.00	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL PROF
T64R1438	**C.A.S.H.**	**8,000.00**	8,000.00	0110230081 5210	MAINTENANCE/MO / TRAVEL AND CONFERENCE
T64T0492	**C.I. BUSINESS EQUIPMENT INC**	**595.50**	595.50	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
T64R1854	**CAAPLE**	**1,146.00**	1,146.00	0163750110 5210	EL/S & C (GOAL 1.1b)/INSTR / TRAVEL AND
T64R1780	**CAL BUILDING SYSTEMS INC**	**390.00**	390.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
T64R1563	**CALIFORNIA ASSOCIATION OF LATI**	**599.00**	599.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
T64R1500	**CALIFORNIA CANOPY**	**5,114.58**	5,114.58	0124452550 4410	LO/CA COMM SCHOOLS (CCSPP) / EQUIPMENT - NON
T64R1587	**CALIFORNIA CANOPY**	**9,182.63**	1,642.29	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			7,540.34	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1590	**CALIFORNIA CANOPY**	**3,596.70**	3,596.70	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1819	**CALIFORNIA CANOPY**	**6,120.54**	2,000.10	0142000010 4310	OXFORD/INSTR / INSTRUCTIONAL MATL & SUPPLIE
			4,120.44	0142000010 4410	OXFORD/INSTR / EQUIPMENT - NON-CAPITALIZED
T64R1935	**CALIFORNIA LEAGUE OF EDUCATORS**	**529.00**	529.00	0134399027 5210	WALKER IMP TCHR QUAL / TRAVEL AND
T64C0102	**CALIFORNIA PLUMBING PARTS**	**526.49**	526.49	0125239081 4410	KA/PLUMB/MO / EQUIPMENT - NON-CAPITALIZED
T64R1597	**CALIFORNIA SCHOOL-BASED**	**600.00**	600.00	0117750121 5210	IS/DISTRICT PD/SUPV INSTR / TRAVEL AND
T64A0297	**CALIFORNIA SPECIAL NEEDS LAW G**	**14,000.00**	14,000.00	0119283021 5821	SYS/SUPV INST / LEGAL FEES
T64R1460	**CAPISTRANO GOLF CARS INC**	**1,751.70**	301.70	0135000081 4347	DALE/MO / OPERATIONS SUPPLIES - MISC
			1,450.00	0135000081 5610	DALE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1920	**CARDIO PARTNERS**	**159.69**	159.69	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

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T64R1405	**CAREER LAUNCH**	**6,585.00**	6,585.00	0102087110 4310	SUPERINTENDENT/AIME/INSTR / INSTRUCTIONAL
T64R1931	**CAREER LAUNCH**	**7,500.00**	7,500.00	0152546821 5210	SWP K12 PATHWAY(ROUND 4) / TRAVEL AND
T64R1934	**CAREER LEARNING**	**529.20**	529.20	0121000910 5210	WE/LCFF-CONCENTRATION/INSTR / TRAVEL AND
T64R1568	**CAROLINA BIOLOGICAL SUPPLY CO.**	**521.75**	521.75	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1591	**CAROLINA BIOLOGICAL SUPPLY CO.**	**1,022.75**	1,022.75	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1750	**CAROLINA BIOLOGICAL SUPPLY CO.**	**344.85**	344.85	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
T64A0274	**CAROLINE LEE PSYCHOLOGIST INC**	**7,500.00**	7,500.00	0102102071 5805	SUPT/BRD SUPT / INSTRUCTIONAL PROF
T64R1880	**CARSON DELLOSA PUBLISHING CO.**	**66.98**	66.98	0121252011 4310	WE/MILD MODERATE/SE SEP CL/NSE /
T64R1817	**CASE AND SONS CONSTRUCTION INC**	**14,300.00**	14,300.00	0150237081 5610	ADMIN/PAINT/MO / REPAIRS/MAINT - O/S SERVICES
T64R1946	**CDE CA DEPT OF EDUCATION**	**500.00**	500.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
T64T0446	**CDW GOVERNMENT INC.**	**333.49**	333.49	0142140027 4320	OXFORD/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64T0456	**CDW GOVERNMENT INC.**	**11,217.38**	11,217.38	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
T64T0526	**CDW GOVERNMENT INC.**	**16,548.00**	16,548.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
T64T0533	**CDW GOVERNMENT INC.**	**981.63**	981.63	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0535	**CDW GOVERNMENT INC.**	**420.23**	420.23	0175000010 4310	CVA/INDEPENDENT STUDY/INSTR / INSTRUCTIONA
T64T0578	**CDW GOVERNMENT INC.**	**78,765.70**	78,765.70	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64T0584	**CDW GOVERNMENT INC.**	**7,133.05**	7,133.05	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64R1480	**CENGAGE LEARNING**	**4,687.92**	4,687.92	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1481	**CENGAGE LEARNING**	**2,561.07**	2,561.07	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1482	**CENGAGE LEARNING**	**1,919.33**	1,919.33	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
T64A0282	**CENTER FOR DRUG FREE COMMUNITI**	**19,000.00**	19,000.00	0160489510 5880	SCHL MNTL HL/TUPE GNT-COHORT J / OTHER
T64R1741	**CERAMIC SHOP, THE**	**78.57**	78.57	0123439010 4310	SA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64S0115	**CERTIFIED ART SUPPLY**	**334.37**	334.37	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0461	**CEV MULTIMEDIA**	**3,980.00**	3,980.00	0125393010 5880	KA/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64R1932	**CHANCE THEATRE, THE**	**8,000.00**	8,000.00	0131439010 5880	BR/PROP 28: ARTS AND MUSIC/INS / OTHER
T64R1826	**CITY OF ANAHEIM**	**3,532.80**	3,532.80	0172172083 5810	SAFE SCHOOLS / NON-INSTRUCTIONAL PROF
T64R1441	**CLEAN OUT KINGS**	**1,750.00**	1,750.00	0132239081 5610	OR/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
T64R1901	**CLEAN OUT KINGS**	**4,960.00**	4,960.00	0120239081 5610	ANAHEIM/PLUMB/MO / REPAIRS/MAINT - O/S
T64T0510	**CODEHS INC**	**2,940.00**	2,940.00	0125393010 5880	KA/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64T0464	**CODEMONKEY STUDIO**	**3,500.00**	3,500.00	0122393010 5880	MA/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64T0518	**COGNETIVE SYSTEMS INCORPORATED**	**4,740.00**	4,740.00	0111220081 5880	OPERATIONS - GENERAL / OTHER OPERATING
T64R1687	**COLLEGE BOARD**	**400.00**	400.00	0115115021 5880	EDUCATION/SUPV INST / OTHER OPERATING
T64R1850	**COLLEGE BOARD, THE**	**799.00**	799.00	0142399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
T64R1463	**COMPLETE ACCESS SOLUTIONS**	**13,424.33**	7,000.00	0128236081 5610	CY/LOCKS/MO / REPAIRS/MAINT - O/S SERVICES
			6,424.33	0128236081 6490	CY/LOCKS/MO / EQUIPMENT - OTHER
T64R1753	**COMPLETE ACCESS SOLUTIONS**	**14,835.89**	14,835.89	0160753285 5610	SCH MNTL HLTH/GOAL 1.6/FAC / REPAIRS/MAINT -
T64R1776	**COMPLETE ACCESS SOLUTIONS**	**624.95**	624.95	0110236081 4355	MAINTENANCE/LOCKS/MO / MAINTENANCE
T64R1781	**COMPLETE ACCESS SOLUTIONS**	**11,852.96**	1,332.65	0120231081 4355	ANAHEIM/ELECTRIC/MO / MAINTENANCE SUPPLIES
			2,870.31	0120231081 4410	ANAHEIM/ELECTRIC/MO / EQUIPMENT - NON-
			7,650.00	0120231081 5610	ANAHEIM/ELECTRIC/MO / REPAIRS/MAINT - O/S
T64S0116	**COMPLETE OFFICE OF CA**	**1,045.68**	1,045.68	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1949	**CONCORD THEATRICAL CORP.**	**3,461.44**	343.45	0153385010 5620	SP/TITLE IV, PART A/INSTR / RENTALS/OPERATING
			3,117.99	0153385010 5880	SP/TITLE IV, PART A/INSTR / OTHER OPERATING
T64R1772	**CORNELL UNIVERSITY**	**199.00**	199.00	0140000910 5880	SO/LCFF-CONCENTRATION/INSTR / OTHER
T64R1279	**COSCO FIRE PROTECTION INC**	**13,006.00**	13,006.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
T64R1520	**COSCO FIRE PROTECTION INC**	**1,814.00**	1,814.00	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES

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T64R1645	**CPR1 LLC**	**1,889.58**	1,889.58	0131385010 4410	BR/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
T64R1755	**CREATOR HYDRO**	**1,348.98**	278.21	0164913510 4310	PD/MACC/INSTRUCTION / INSTRUCTIONAL MATL &
			1,070.77	0164913510 4410	PD/MACC/INSTRUCTION / EQUIPMENT - NON-
T64A0291	**CSU FULLERTON**	**2,995.00**	2,995.00	0102000572 5805	SPECIAL PROJECTS BUDGET / INSTRUCTIONAL PRO
T64R1442	**CULVER NEWLIN**	**2,601.31**	2,601.31	0110230081 4410	MAINTENANCE/MO / EQUIPMENT - NON-
T64R1495	**CULVER NEWLIN**	**1,632.41**	1,632.41	0124140027 4320	LOARA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
T64R1473	**CYPRESS SCHOOL DISTRICT**	**1,765.89**	1,765.89	0119283036 5870	SYS/TRANS / PUPIL TRANSPORTATION
T64R1630	**DAKTRONICS**	**651.89**	651.89	0127231081 4410	KE/ELECTRIC/MO / EQUIPMENT - NON-CAPITALIZED
T64R1783	**DANA WHARF SPORTFISHING**	**4,489.00**	810.00	0137000010 5620	SY/INSTR / RENTALS/OPERATING LEASES
			3,679.00	0137000010 5880	SY/INSTR / OTHER OPERATING EXPENSES
T64T0503	**DARTCO TRANSMISSION SALES SVC**	**896.15**	896.15	0179113036 5880	GARAGE/TRANS-REG ED/TRANSPORT / OTHER
T64R1698	**DB SERVICE CENTER LLC**	**6,572.75**	6,572.75	0135000081 4410	DALE/MO / EQUIPMENT - NON-CAPITALIZED
T64A0305	**DE MICHELE, ANNA**	**500.00**	500.00	0153752140 5805	COLOR & LIGHT/ANCIL / INSTRUCTIONAL PROF
T64R1910	**DECKER INC**	**3,838.88**	3,838.88	0121000910 4410	WE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1490	**DEMCO INC**	**182.89**	182.89	0138025040 4310	BALL/ASB/ANCIL / INSTRUCTIONAL MATL &
T64R1751	**DEMCO INC**	**97.61**	97.61	0125140027 4410	KA/SCH ADM/SCH ADM / EQUIPMENT - NON-
T64R1794	**DEMCO INC**	**383.84**	383.84	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1627	**DENNIS UNIFORM**	**2,302.92**	2,302.92	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
T64R1758	**DENNIS UNIFORM**	**2,691.76**	2,691.76	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1790	**DHARMA TRADING CO.**	**1,655.10**	1,655.10	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64T0511	**DIFFIT INC**	**1,360.00**	1,360.00	0175000010 5880	CVA/INDEPENDENT STUDY/INSTR / OTHER
T64R1427	**DIGITAL PERFORMANCE GEAR**	**3,680.44**	3,680.44	0124439010 4410	LO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64A0275	**DIGITAL PROMISE GLOBAL**	**3,500.00**	3,500.00	0102102071 5310	SUPT/BRD SUPT / DUES AND MEMBERSHIPS

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T64R1504	**DISCOUNT SCHOOL SUPPLY**	**190.66**	190.66	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1505	**DISCOUNT SCHOOL SUPPLY**	**482.68**	482.68	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1488	**DISNEYLAND RESORT**	**8,584.00**	6,084.00	0135000910 5880	DA/LCFF-CONCENTRATION/INSTR / OTHER
			2,500.00	0135025040 5880	DALE/ANCIL / OTHER OPERATING EXPENSES
T64R1732	**DISPLAYS2GO**	**7,836.54**	7,836.54	0124000927 4320	LO/LCFF (EIA)/SCH ADMIN / OTHER OFFICE/MISC
T64C0104	**DUMMY VENDOR**	**950.00**	950.00	0104104072 5620	CERT HR/GENL ADM / RENTALS/OPERATING LEASE
T64R1533	**EAI EDUCATION**	**1,133.52**	1,133.52	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTION/
T64R1779	**EAST BEST CABINETS SUPPLY CORP**	**4,063.97**	4,063.97	0150230081 4410	ADMIN/GENERAL/MO / EQUIPMENT - NON-
T64C0093	**EAST WHITTIER GLASS AND MIRROR**	**1,835.00**	1,835.00	0135234081 5610	DALE/GLASS/MO / REPAIRS/MAINT - O/S SERVICES
T64R1537	**ECONO FENCE INC**	**4,535.00**	4,535.00	0150232081 5610	DO/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1429	**ECONOMY RENTALS INC**	**417.31**	417.31	0120000910 5620	AN/LCFF-CONCENTRATION/INSTR /
T64R1727	**EDUCATION SUPPORT SERVICES**	**629.70**	629.70	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1565	**EL CANTARITO RESTAURANT**	**2,990.63**	2,990.63	0153752140 4390	COLOR & LIGHT/ANCIL / MEETING EXPENSE - FOOD
T64R1566	**ELECTUDE USA**	**333.20**	333.20	0117751110 4210	IS/DUAL ENROLLMENT/INSTR / BOOKS AND
T64R1808	**EMBI TEC**	**1,073.33**	1,073.33	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1792	**EPIC SPORTS**	**427.05**	427.05	0138750640 4310	BALL/AFTER SCHOOL/ANCIL / INSTRUCTIONAL MA
T64T0576	**EPOWER NETWORK**	**6,706.60**	5,758.60	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT - NON-CAPITALIZED
			948.00	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
T64A0288	**ERICKSON HALL CONSTRUCTION CO**	**15,565.00**	7,782.50	2721731185 6270	WE/BOND SERIES 2019 - MEAS H / MAIN BUILDING
			7,782.50	4021733085 6270	WEST/GENL FAC/FAC ACQ / MAIN BUILDING
T64R1733	**ESPORTSGEAR LLC**	**596.49**	596.49	0125000040 4310	KA/ANCIL / INSTRUCTIONAL MATL & SUPPLIES
T64R1644	**FBLA**	**1,190.00**	80.00	0122381010 5210	MA/ECIA1/INSTR / TRAVEL AND CONFERENCE
			1,110.00	0122381110 5880	ECIA TITLE I - PARENTING / OTHER OPERATING
T64R1913	**FERGUSON ENTERPRISES INC**	**847.81**	242.81	0110239081 4355	MAINTENANCE/PLUMB/MO / MAINTENANCE

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T64R1913	***** CONTINUED *****				
			605.00	0110239081 4410	MAINTENANCE/PLUMB/MO / EQUIPMENT - NON-
T64R1914	**FERGUSON ENTERPRISES INC**	**1,726.84**	1,726.84	0110239081 4410	MAINTENANCE/PLUMB/MO / EQUIPMENT - NON-
T64R1555	**FISHER SCIENCE EDUCATION**	**175.18**	175.18	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1651	**FIVE STAR RUBBER STAMP INC**	**90.12**	90.12	0135140027 4320	DALE/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64R1734	**FIVE STAR RUBBER STAMP INC**	**167.91**	167.91	0114114072 4320	WAREHOUSE/GENL ADM / OTHER OFFICE/MISC
T64R1592	**FLINN SCIENTIFIC INC**	**4,367.48**	4,367.48	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1608	**FLINN SCIENTIFIC INC**	**2,081.61**	2,081.61	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1706	**FLINN SCIENTIFIC INC**	**657.96**	657.96	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTION/
T64R1713	**FLINN SCIENTIFIC INC**	**2,709.20**	1,291.23	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			1,417.97	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1731	**FLINN SCIENTIFIC INC**	**170.52**	170.52	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1823	**FLINN SCIENTIFIC INC**	**1,645.62**	1,645.62	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
T64R1827	**FLINN SCIENTIFIC INC**	**1,006.79**	1,006.79	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
T64R1926	**FLINN SCIENTIFIC INC**	**1,779.66**	1,779.66	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64A0276	**FLYPOET ENTERTAINMENT**	**2,800.00**	2,800.00	0115750210 5805	ED/S & C (INNOVATION GNT/INSTR / INSTRUCTION/
T64R1477	**FOLLETT CONTENT SOLUTIONS LLC**	**418.05**	418.05	0132000910 4210	OR/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1571	**FOLLETT CONTENT SOLUTIONS LLC**	**468.64**	468.64	0124000910 4210	LO/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1653	**FOLLETT CONTENT SOLUTIONS LLC**	**2,500.00**	2,500.00	0120000910 4210	AN/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1655	**FOLLETT SCHOOL SOLUTIONS LLC**	**4,270.66**	4,270.66	0122000910 4210	MA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1661	**FOLLETT SCHOOL SOLUTIONS LLC**	**5,071.07**	5,071.07	0122000910 4210	MA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1716	**FOLLETT SCHOOL SOLUTIONS LLC**	**3,129.16**	3,129.16	0122000910 4210	MA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1941	**FORMAL FASHIONS INC**	**6,966.83**	6,966.83	0121007010 4310	WESTERN/INS MUS/INSTR / INSTRUCTIONAL MATL

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T64R1822	**FRANKLIN INTERIORS**	**2,850.00**	2,850.00	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S
T64R1832	**FRENCH BOOKS ONLINE**	**422.10**	422.10	0124000910 4210	LO/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1797	**FUN AND FUNCTION LLC**	**85.38**	85.38	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1421	**G M BUSINESS INTERIORS**	**1,527.10**	1,527.10	0124140027 4320	LOARA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
T64R1583	**GANAHL LUMBER CO**	**271.94**	271.94	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1930	**GARDENA VALLEY NEWS**	**622.76**	622.76	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1413	**GIANNELLI ELECTRIC INC.**	**4,994.00**	4,994.00	4550724085 6270	FACIL/NEIGHBORHOOD DEVE/FAC A / MAIN
T64R1464	**GIANNELLI ELECTRIC INC.**	**4,938.00**	4,938.00	0128236081 5610	CY/LOCKS/MO / REPAIRS/MAINT - O/S SERVICES
T64R1586	**GLASBY MAINTENANCE SUPPLY CO.**	**4,842.50**	4,842.50	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
T64R1615	**GLASBY MAINTENANCE SUPPLY CO.**	**939.59**	939.59	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1699	**GLASBY MAINTENANCE SUPPLY CO.**	**6,073.22**	6,073.22	0131000081 6490	BR/MO / EQUIPMENT - OTHER
T64R1700	**GLASBY MAINTENANCE SUPPLY CO.**	**3,410.67**	522.97	0135000081 4347	DALE/MO / OPERATIONS SUPPLIES - MISC
			2,887.70	0135000081 4410	DALE/MO / EQUIPMENT - NON-CAPITALIZED
T64S0103	**GLASBY MAINTENANCE SUPPLY CO.**	**152.44**	152.44	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0112	**GLASBY MAINTENANCE SUPPLY CO.**	**3,706.60**	3,706.60	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1843	**GLASSLESS MIRROR**	**2,589.14**	2,589.14	0134439010 4410	WA/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1922	**GLOBAL INDUSTRIAL**	**350.07**	350.07	0132000927 4320	OR/LCFF-CONCENTRATION/SCH ADM / OTHER
T64T0460	**GLOWFORGE INC**	**1,645.36**	1,645.36	0128546810 4410	CY/SWP K12 PATHWAY(ROUND 4) / EQUIPMENT -
T64R1418	**GOLDEN STATE PAVING CO INC**	**23,100.00**	23,100.00	0120238081 5610	ANAHEIM/PAVING/MO / REPAIRS/MAINT - O/S
T64R1423	**GOPHER SPORTS EQUIPMENT**	**4,757.64**	4,757.64	0132385010 4310	OR/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1530	**GOPHER SPORTS EQUIPMENT**	**7,266.22**	7,266.22	0140385010 4310	SO/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1580	**GOPHER SPORTS EQUIPMENT**	**1,084.65**	1,084.65	0122385010 4310	MA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1581	**GOPHER SPORTS EQUIPMENT**	**4,324.32**	2,397.64	0123385010 4310	SA/TITLE IV/INSTR / INSTRUCTIONAL MATL &

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T64R1581	***** CONTINUED *****				
			1,926.68	0123385010 4410	SA/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
T64R1584	**GOPHER SPORTS EQUIPMENT**	**3,168.97**	3,168.97	0142385010 4310	OX/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1618	**GOPHER SPORTS EQUIPMENT**	**3,328.37**	3,328.37	0134385010 4310	WA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1622	**GOPHER SPORTS EQUIPMENT**	**4,333.71**	4,333.71	0131385010 4410	BR/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
T64R1623	**GOPHER SPORTS EQUIPMENT**	**145.38**	145.38	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1624	**GOPHER SPORTS EQUIPMENT**	**3,483.00**	3,483.00	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1683	**GOPHER SPORTS EQUIPMENT**	**802.78**	802.78	0124027010 4310	LOARA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
T64R1729	**GOPHER SPORTS EQUIPMENT**	**1,709.36**	1,709.36	0137027010 4310	SY/PHYS ED/INSTR / INSTRUCTIONAL MATL &
T64R1730	**GOPHER SPORTS EQUIPMENT**	**626.02**	626.02	0161385010 4310	PO/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1844	**GOPHER SPORTS EQUIPMENT**	**6,732.01**	4,914.37	0138385010 4410	BA/TITLE IV/INSTR / EQUIPMENT - NON-CAPITALIZE
			1,817.64	0138750640 4410	BALL/AFTER SCHOOL/ANCIL / EQUIPMENT - NON-
T64R1884	**GOPHER SPORTS EQUIPMENT**	**792.02**	792.02	0175000010 4310	CVA/INDEPENDENT STUDY/INSTR / INSTRUCTIONA
T64R1457	**GRAINGER**	**1,496.39**	1,496.39	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1458	**GRAINGER**	**677.50**	677.50	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1701	**GRAINGER**	**677.50**	677.50	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1643	**GREAT SCOTT TREE SERVICE INC**	**2,995.00**	2,995.00	2722731185 6274	MA/BOND SERIES 2019 - MEAS H / CONSTRUCTION -
T64T0482	**GUITAR CENTER STORES INC**	**1,849.26**	22.36	0175000010 4310	CVA/INDEPENDENT STUDY/INSTR / INSTRUCTIONA
			1,826.90	0175393010 4410	CVA/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZ
T64T0508	**GUITAR CENTER STORES INC**	**19,638.25**	19,638.25	0131000910 6490	BR/LCFFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1737	**H2O LABS INC.**	**718.44**	718.44	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1690	**HALO BRANDED SOLUTIONS INC**	**1,976.77**	1,976.77	0140381110 4310	TITLE I - PARENTING / INSTRUCTIONAL MATL &
T64X0501	**HAWKINS ANIMAL TRAPPING AND RE**	**2,000.00**	2,000.00	0111220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S

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T64R1885	**HCI SYSTEMS INC**	**4,580.00**	4,580.00	4525724085 6490	KATELLA/NEIGHBORHOOD DEV/FAC / EQUIPMENT
T64T0522	**HCI SYSTEMS INC**	**1,136.00**	1,136.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
T64R1916	**HERK EDWARDS INC.**	**5,382.11**	5,382.11	0144230081 4355	LEX/GENERAL/MO / MAINTENANCE SUPPLIES
T64R1432	**HILLYARD FLOOR CARE SUPPLY**	**2,338.75**	1,858.75	0124221081 4347	OPERATIONS - CUSTODIAL / OPERATIONS SUPPLIES
			480.00	0124221081 5610	OPERATIONS - CUSTODIAL / REPAIRS/MAINT - O/S
T64R1444	**HILLYARD FLOOR CARE SUPPLY**	**475.18**	475.18	0111221081 4347	OPERATIONS - CUSTODIAL / OPERATIONS SUPPLIES
T64R1865	**HILLYARD FLOOR CARE SUPPLY**	**63,911.16**	63,911.16	0111222081 4347	OPERATIONS - GROUNDS / OPERATIONS SUPPLIES -
T64A0295	**HOLLAR SPEECH & LANGUAGE SERVI**	**2,600.00**	2,600.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
T64R1893	**HOLLYWOOD BABE INC.**	**9,999.20**	9,999.20	0127439010 4310	KE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1638	**HOLLYWOOD SOUND SYSTEMS INC**	**56,705.00**	56,705.00	0110211581 5620	MAINTENANCE/GRADUATION/MO /
T64R1543	**HORIZON**	**1,869.77**	1,869.77	0111220081 4344	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
T64T0579	**HOWARD TECHNOLOGY SOLUTIONS**	**6,411.13**	6,411.13	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64T0583	**HOWARD TECHNOLOGY SOLUTIONS**	**8,070.48**	8,070.48	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64R1861	**ICS SERVICE CO.**	**2,949.45**	459.88	0120231081 4355	ANAHEIM/ELECTRIC/MO / MAINTENANCE SUPPLIES
			920.00	0120231081 5610	ANAHEIM/ELECTRIC/MO / REPAIRS/MAINT - O/S
			372.00	0128231081 4355	CY/ELECTRIC/MO / MAINTENANCE SUPPLIES
			460.00	0128231081 5610	CY/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICES
			277.57	0142231081 4355	OXFORD/ELECTRIC/MO / MAINTENANCE SUPPLIES
			460.00	0142231081 5610	OXFORD/ELECTRIC/MO / REPAIRS/MAINT - O/S
T64R1864	**IML SECURITY SUPPLY**	**1,175.20**	1,175.20	0150236081 4410	ADMIN/MAINT/MO / EQUIPMENT - NON-CAPITALIZE
T64R1493	**INSTITUTE FOR EDUCATIONAL LEAD**	**575.00**	575.00	0161381010 5210	PO/TITLE I/INSTR / TRAVEL AND CONFERENCE
T64T0593	**INTELESYSONE INC.**	**1,383.21**	1,383.21	2522710185 4410	MA/DEV FEES/ACQ / EQUIPMENT - NON-CAPITALIZE
T64R1840	**INTERNATIONAL BACCALAUREATE OR**	**150.00**	150.00	0127000810 5880	KE/LCFF-SUPPLEMENTAL/INSTR / OTHER OPERATIN
T64R1679	**INTERNATIONAL E Z UP INC**	**1,979.28**	1,979.28	0138000927 4410	BA/LCFF-CONCENTRATION/SCH ADM / EQUIPMENT

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T64R1847	**INTERNATIONAL E Z UP INC**	**4,370.92**	4,370.92	0164752121 4410	IS/STEAM-A-PALOZZA/INSTR SUP / EQUIPMENT -
T64X0495	**INTERNATIONAL HOUSE OF MUSIC I**	**12,900.00**	12,900.00	0121439010 4310	WE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1521	**IRONWOOD PLUMBING INC.**	**195.00**	195.00	0132239081 5610	OR/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
T64T0591	**IXL**	**3,105.00**	3,105.00	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
T64R1782	**J AND A FENCE**	**6,730.00**	6,730.00	0125232081 5610	KA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1784	**J AND A FENCE**	**3,900.00**	3,900.00	0137232081 5610	SY/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1872	**J AND A FENCE**	**4,675.00**	4,675.00	2737731185 6274	SY/BOND SERIES 2019- MEAS H / CONSTRUCTION -
T64R1486	**J.W. PEPPER AND SON INC.**	**2,767.94**	2,767.94	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1721	**J.W. PEPPER AND SON INC.**	**777.02**	777.02	0122439010 4310	MA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1800	**J.W. PEPPER AND SON INC.**	**10,151.31**	10,151.31	0140439010 4410	SO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64X0490	**J.W. PEPPER AND SON INC.**	**1,705.00**	1,705.00	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64X0494	**J.W. PEPPER AND SON INC.**	**900.00**	900.00	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64X0499	**J.W. PEPPER AND SON INC.**	**1,705.00**	1,705.00	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64X0508	**J.W. PEPPER AND SON INC.**	**500.00**	500.00	0138439010 4310	BA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1516	**JM AND J CONTRACTORS**	**3,760.00**	3,760.00	0125233081 5610	KA/FLOOR/MO / REPAIRS/MAINT - O/S SERVICES
T64R1862	**JM AND J CONTRACTORS**	**6,200.00**	6,200.00	0124220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
T64R1945	**JONES SCHOOL SUPPLY**	**571.65**	571.65	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1936	**JOSTENS RENAISSANCE**	**595.00**	595.00	0134399027 5210	WALKER IMP TCHR QUAL / TRAVEL AND
T64R1479	**JUNIOR LIBRARY GUILD**	**844.59**	844.59	0132381010 5880	OR/ECIA1/INSTR / OTHER OPERATING EXPENSES
T64R1607	**JUNIOR LIBRARY GUILD**	**6,495.27**	6,495.27	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64A0290	**K12LOGIC LLC**	**2,500.00**	2,500.00	0108108077 5810	INFO SYSTEM/DP / NON-INSTRUCTIONAL PROF
T64R1512	**KAP7 INC**	**405.25**	405.25	0121028010 4310	WESTERN/ATHLET/INSTR / INSTRUCTIONAL MATL &
T64A0303	**KAREN G GARRETT**	**500.00**	500.00	0153752140 5805	COLOR & LIGHT/ANCIL / INSTRUCTIONAL PROF

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T64R1676	**KIRBRE ENTERPRISES INC**	**4,091.21**	4,091.21	0140000910 4410	SO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1525	**LAGUNA CLAY CO.**	**3,199.82**	388.62	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			2,811.20	0120439010 4410	AN/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1669	**LAGUNA CLAY CO.**	**2,659.37**	2,201.43	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			457.94	0128439010 4410	CY/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1874	**LAGUNA TOOLS**	**2,655.41**	2,655.41	0152546821 4410	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - NON-
T64R1835	**LATINX PARENTING LLC**	**1,788.00**	894.00	0161381010 5210	PO/TITLE I/INSTR / TRAVEL AND CONFERENCE
			894.00	0168381010 5210	GI/TITLE I/INSTR / TRAVEL AND CONFERENCE
T64R1767	**LECTORUM PUBLICATIONS INC**	**2,445.78**	2,445.78	0115750110 4210	ED/S & C (INNOVATION GNT/INSTR / BOOKS AND
T64R1725	**LIGHT HELMETS**	**4,359.23**	4,359.23	0124751681 5630	LO/ATHLETICS/M & O / REPAIRS/ATHLETIC
T64R1406	**MACKIN LIBRARY MEDIA**	**632.64**	632.64	0137381010 4210	SY/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1407	**MACKIN LIBRARY MEDIA**	**1,267.20**	1,267.20	0132381010 4210	OR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1559	**MACKIN LIBRARY MEDIA**	**3,915.00**	3,915.00	0135000910 4210	DA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1560	**MACKIN LIBRARY MEDIA**	**675.00**	675.00	0135381010 4210	DALE/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1561	**MACKIN LIBRARY MEDIA**	**2,636.00**	2,636.00	0135381010 4210	DALE/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1610	**MACKIN LIBRARY MEDIA**	**1,426.83**	1,426.83	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1612	**MACKIN LIBRARY MEDIA**	**1,845.84**	1,845.84	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1667	**MACKIN LIBRARY MEDIA**	**3,013.12**	3,013.12	0122000910 4210	MA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64R1764	**MACKIN LIBRARY MEDIA**	**14,966.73**	14,966.73	0137381010 4210	SY/ECIA1/INSTR / BOOKS AND REFERENCE
T64R1834	**MACKIN LIBRARY MEDIA**	**2,300.00**	2,300.00	0134000910 4210	WA/LCFF-CONCENTRATION/INSTR / BOOKS AND
T64A0285	**MAGNOLIA URBAN AFRICAN DANCERS**	**600.00**	600.00	0115750210 5805	ED/S & C (INNOVATION GNT/INSTR / INSTRUCTIONA
T64T0447	**MARKERTEK VIDEO SUPPLY**	**4,025.18**	691.76	0135000910 6490	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
			3,333.42	0135381110 6490	DA/TITLE I - PARENTING / EQUIPMENT - OTHER

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T64T0577	**MATTERHACKERS INC**	**1,765.80**	66.59	0152546810 4310	SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAL
			1,699.21	0152546810 4410	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - NON-
T64A0301	**MATTHEW AND KELSI BIOLCHINO**	**2,000.00**	2,000.00	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
T64R1719	**MATTHEW GAWRONSKI MUSIC**	**317.86**	317.86	0132439010 4310	OR/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1881	**MAYFLOWER DISTRIBUTING COMPANY**	**340.71**	340.71	0164752121 4320	IS/STEAM-A-PALOZZA/INSTR SUP / OTHER
T64S0110	**MC KESSON MEDICAL SURGICAL INC**	**576.31**	576.31	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1422	**MC LOGAN SUPPLY COMPANY**	**750.00**	750.00	0152393010 5810	CPSF/VEA-2B/INSTR / NON-INSTRUCTIONAL PROF
T64R1617	**MD INSTALLATIONS INT'L INC.**	**3,925.73**	3,925.73	0172172081 5610	SAFE SCHOOLS/M&O / REPAIRS/MAINT - O/S
T64R1851	**MD INSTALLATIONS INT'L INC.**	**2,933.00**	2,933.00	0115115021 5610	EDUCATION/SUPV INST / REPAIRS/MAINT - O/S
T64R1497	**MEDCO SUPPLY COMPANY**	**622.17**	622.17	0124028034 4320	LOARA/ATHLETICS/HEALTH / OTHER OFFICE/MISC
T64R1912	**MEDCO SUPPLY COMPANY**	**509.28**	509.28	0124028034 4320	LOARA/ATHLETICS/HEALTH / OTHER OFFICE/MISC
T64R1689	**MICHAELS STORES INC & SUBS**	**46.38**	46.38	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1765	**MICHAELS STORES INC & SUBS**	**720.28**	720.28	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1812	**MICHAELS STORES INC & SUBS**	**144.94**	76.48	0161000910 4310	PO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			68.46	0161381110 4310	PO/TITLE I-PARENTING/INSTR / INSTRUCTIONAL
T64R1829	**MICHAELS STORES INC & SUBS**	**753.74**	753.74	0138000927 4410	BA/LCFF-CONCENTRATION/SCH ADM / EQUIPMENT
T64R1833	**MICHAELS STORES INC & SUBS**	**300.62**	300.62	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0528	**MICROSOFT STORE**	**7,099.08**	7,099.08	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64R1431	**MIKE BROWN GRANDSTANDS INC**	**8,800.00**	8,800.00	0110211581 5620	MAINTENANCE/GRADUATION/MO /
T64R1873	**MIKE BROWN GRANDSTANDS INC**	**12,000.00**	12,000.00	4021720085 6274	WESTERN GENERAL/FAC / CONSTRUCTION - OTHER
T64C0094	**MIKE'S CUSTOM FLOORING INC**	**775.08**	775.08	0125233081 5610	KA/FLOOR/MO / REPAIRS/MAINT - O/S SERVICES
T64R1414	**MIKE'S CUSTOM FLOORING INC**	**41,469.94**	41,469.94	2542710185 6274	OXFORD/DEVELOPER FEES/FAC ACQ /
T64R1538	**MIKE'S CUSTOM FLOORING INC**	**5,902.69**	5,902.69	0120233081 5610	ANAHEIM/FLOOR/MO / REPAIRS/MAINT - O/S

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T64R1697	**MORE PREPARED LLC**	**629.52**	629.52	0124000927 4320	LO/LCFF (EIA)/SCH ADMIN / OTHER OFFICE/MISC
T64R1879	**MOREY'S MUSIC STORE**	**12,690.80**	12,690.80	0142439010 4410	OX/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64X0496	**MOREY'S MUSIC STORE**	**1,000.00**	1,000.00	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1860	**MORSCO INC**	**1,277.48**	1,277.48	0110239081 4410	MAINTENANCE/PLUMB/MO / EQUIPMENT - NON-
T64A0292	**MOUNTAIN VALLEY CHILD AND FAMI**	**175,232.80**	151,584.00	0119282439 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
			23,648.80	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
T64R1430	**MOVER SERVICES INC**	**1,350.00**	1,350.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
T64R1647	**MUSIC AND ARTS CENTER**	**4,000.29**	4,000.29	0137439010 4310	SY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1656	**MUSIC AND ARTS CENTER**	**429.92**	429.92	0147439010 4410	HO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1705	**MUSIC AND ARTS CENTER**	**8,530.47**	8,530.47	0132439010 4310	OR/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1707	**MUSIC AND ARTS CENTER**	**502.34**	502.34	0123439010 4310	SA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1878	**MUSIC AND ARTS CENTER**	**7,689.48**	7,689.48	0137439010 4310	SY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1925	**MUSIC AND ARTS CENTER**	**376.05**	376.05	0147439010 4310	HO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1723	**MUSIC THEATER INTERNATIONAL**	**1,400.75**	1,400.75	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1469	**NASCO**	**579.26**	579.26	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
T64R1474	**NASCO**	**8,303.27**	7,441.28	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			861.99	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZEI
T64R1596	**NASCO**	**3,090.43**	3,090.43	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1636	**NASCO**	**2,559.84**	2,559.84	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1802	**NASCO**	**366.84**	366.84	0137439010 4310	SY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1809	**NASCO**	**166.45**	166.45	0131261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64T0479	**NASCO**	**179.65**	179.65	0138025040 4310	BALL/ASB/ANCIL / INSTRUCTIONAL MATL &
T64R1462	**NEW CHEF FASHION**	**200.75**	200.75	0117751110 4310	IS/DUAL ENROLLMENT/INSTR / INSTRUCTIONAL

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T64R1821	**NEW DIMENSION GENERAL CONSTRUC**	**9,436.35**	9,436.35	0110230085 6490	MAINTENANCE/ACQ CONST / EQUIPMENT - OTHER
T64R1506	**NIMCO**	**3,213.51**	3,213.51	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1600	**NIMCO**	**1,400.09**	1,400.09	0125489510 4310	KA/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1664	**NIMCO**	**234.09**	234.09	0144489510 4310	LEX/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONA
T64R1665	**NIMCO**	**1,661.94**	1,661.94	0142489510 4310	OX/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1666	**NIMCO**	**6,856.70**	6,856.70	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1692	**NIMCO**	**350.19**	350.19	0140489510 4310	SO/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1693	**NIMCO**	**1,419.94**	1,419.94	0120489510 4310	AN//TUPE/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64R1804	**NIMCO**	**922.61**	922.61	0131489510 4310	BR/TUPE-COHORTJ-TIER 2/INSTR / INSTRUCTIONAL
T64T0478	**NSAV SOLUTIONS**	**210.11**	210.11	0127000910 4310	KE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1621	**NUTRIEN AG SOLUTIONS INC**	**2,492.36**	2,492.36	0164913510 4310	PD/MACC/INSTRUCTION / INSTRUCTIONAL MATL &
T64C0101	**O'REILLY AUTO PARTS**	**644.33**	644.33	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
T64R1613	**OC CUSTOM VINYL GRAPHICS AND S**	**3,752.94**	3,752.94	0135000981 5610	DALE/LCFF-CONCENTRATION/M&O / REPAIRS/MAIN
T64R1845	**OC CUSTOM VINYL GRAPHICS AND S**	**3,348.10**	2,377.15	0175000081 5610	CVA/INDEPENDENT STUDY/M & O / REPAIRS/MAINT
			970.95	0175489581 5610	CVA/TUPE-COHORT J-TIER 2/M&O / REPAIRS/MAINT
T64A0281	**OCDE**	**20,000.00**	20,000.00	0163750110 5810	EL/S & C (GOAL 1.1b)/INSTR / NON-INSTRUCTIONAL
T64R1451	**OCDE**	**180.00**	180.00	0175000010 5880	CVA/INDEPENDENT STUDY/INSTR / OTHER
T64R1511	**OCDE**	**300.00**	300.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
T64R1686	**OCDE**	**800.00**	800.00	0117750121 5210	IS/DISTRICT PD/SUPV INSTR / TRAVEL AND
T64R1837	**OCDE**	**600.00**	600.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
T64R1838	**OCDE**	**650.00**	650.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
T64R1947	**OCDE**	**600.00**	600.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
T64R1696	**OES GLOBAL INC**	**576.58**	576.58	0135385010 4310	DA/TITLE IV/INSTR / INSTRUCTIONAL MATL &

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T64R1409	**OFFICE DEPOT**	**131.43**	131.43	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1489	**OFFICE DEPOT**	**131.43**	131.43	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1501	**OFFICE DEPOT**	**986.40**	986.40	0123381110 4320	SAVANNA/TITLE I/PARENTING / OTHER OFFICE/MIS
T64R1673	**OFFICE DEPOT**	**121.93**	121.93	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1718	**OFFICE DEPOT**	**125.90**	125.90	0122381110 4310	ECIA TITLE I - PARENTING / INSTRUCTIONAL MATL
T64R1726	**OFFICE DEPOT**	**75.62**	75.62	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1739	**OFFICE DEPOT**	**265.50**	265.50	0168381110 4310	TITLE I-PARENTING/INSTR / INSTRUCTIONAL MATL
T64R1796	**OFFICE DEPOT**	**285.71**	285.71	0132452550 4320	OR/CA COMM SCHOOLS (CCSPP) / OTHER
T64R1810	**OFFICE DEPOT**	**774.03**	265.05	0161000910 4310	PO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
			508.98	0161381110 4310	PO/TITLE I-PARENTING/INSTR / INSTRUCTIONAL
T64R1933	**OFFICE DEPOT**	**75.09**	75.09	0138001024 4315	LIBRARY / LIBRARY/MEDIA/TECH SUPPLIES
T64R1532	**ONE DAY SIGNS**	**14,831.05**	4,000.00	0137000910 5610	SY/LCFF-CONCENTRATION/INSTR / REPAIRS/MAINT
			10,831.05	0137000910 5880	SY/LCFF-CONCENTRATION/INSTR / OTHER
T64R1886	**ORANGE COUNTY FIRE PROTECTION**	**28,000.00**	28,000.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICE
T64R1524	**ORANGE COUNTY HEALTH CARE AGEN**	**468.00**	468.00	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1841	**ORANGE COUNTY PUBLIC SAFETY**	**1,160.00**	1,160.00	0164752110 5810	IS/STEM-A-PALOZZA/INSTR / NON-INSTRUCTIONAL
T64R1564	**ORANGE COUNTY ROPES COURSE**	**1,500.00**	1,500.00	0135000910 5880	DA/LCFF-CONCENTRATION/INSTR / OTHER
T64R1475	**ORIENTAL TRADING COMPANY**	**539.05**	539.05	0137489510 4310	SY/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1768	**ORIENTAL TRADING COMPANY**	**226.10**	226.10	0132000910 4310	OR/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1816	**ORIENTAL TRADING COMPANY**	**4,262.06**	4,262.06	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1846	**OXFORD UNIVERSITY PRESS**	**3,876.03**	3,876.03	0117468010 4110	IS/LOTTERY/INSTR / APPROVED TEXTS/CORE CURR
T64R1523	**PACIFIC COAST ENTERTAINMENT**	**14,627.12**	14,627.12	0100970081 4410	COMMUNITY SERVICE/MO / EQUIPMENT - NON-
T64T0521	**PALMER HAMILTON LLC**	**1,743.61**	1,743.61	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

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T64R1541	**PARENT INSTITUTE**	**3,319.44**	3,319.44	0125381110 4310	KA/TITLE I PARENTING / INSTRUCTIONAL MATL &
T64T0491	**PATHWAY COMMUNICATIONS LTD**	**129,435.77**	129,435.77	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64T0497	**PATHWAY COMMUNICATIONS LTD**	**3,883.07**	3,883.07	0128000910 4410	CY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0589	**PATHWAY COMMUNICATIONS LTD**	**1,442.91**	1,442.91	0152393010 4410	CPSF/VEA-2B/INSTR / EQUIPMENT - NON-
T64R1491	**PCE SOLUTIONS**	**2,396.00**	2,396.00	0135381010 5210	DALE/ECIA1/INSTR / TRAVEL AND CONFERENCE
T64R1778	**PENNER PARTITIONS INC**	**3,698.00**	3,698.00	0125230081 4410	KA/GENERAL/MO / EQUIPMENT - NON-CAPITALIZEI
T64R1857	**PENNER PARTITIONS INC**	**16,930.00**	16,930.00	0131230081 5610	BR/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1579	**PHANTOM PROJECTS**	**430.00**	430.00	0132381010 5880	OR/ECIA1/INSTR / OTHER OPERATING EXPENSES
T64A0296	**PHOENIX HOUSE ORANGE COUNTY IN**	**404,800.00**	404,800.00	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
T64R1499	**PICKLEBALL CENTRAL**	**874.77**	874.77	0168000910 4310	GI/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1900	**PIONEER ATHLETICS**	**4,593.13**	4,593.13	0148237081 4355	HANDEL/PAINT/MO / MAINTENANCE SUPPLIES
T64T0468	**PITSCO INC.**	**372.46**	372.46	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1611	**PLUMBING AND INDUSTRIAL SUPPLY**	**1,170.60**	1,170.60	0110239081 4410	MAINTENANCE/PLUMB/MO / EQUIPMENT - NON-
T64R1825	**POSITIVE PROMOTIONS INC**	**1,534.38**	1,534.38	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64R1939	**POSITIVE PROMOTIONS INC**	**454.24**	454.24	0168489510 4310	GI/TUPE-COHORT J-TIER 2/INSTR / INSTRUCTIONAL
T64R1831	**PRAXIS LEAD EQUITY LLC**	**2,500.00**	2,500.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
T64R1598	**PRECISION DYNAMICS CORP.**	**641.11**	641.11	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC SUPPLIE
T64R1787	**PRECISION DYNAMICS CORP.**	**286.60**	286.60	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC SUPPLIE
T64R1937	**PREVENTION PARTNERS**	**1,148.29**	1,148.29	0160489510 4310	SCHL MNTL HL/TUPE GNT-COHORT J /
T64T0594	**PRINTED SOLID INC**	**7,228.27**	430.80	0152546821 4310	SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAL
			6,797.47	0152546821 4410	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - NON-
T64R1757	**PROMAXIMA MANUFACTURING LTD**	**1,889.13**	1,889.13	0128385010 4310	CY/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1777	**QUALIFIED EQUIPMENT SERVICE**	**4,851.93**	2,285.72	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES

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T64R1777	***** CONTINUED *****				
			2,566.21	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1410	**QUILL CORP.**	**4,163.46**	4,163.46	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1549	**QUILL CORP.**	**53.64**	53.64	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1550	**QUILL CORP.**	**53.64**	53.64	0135457810 4310	TUPE/INSTRU / INSTRUCTIONAL MATL & SUPPLIES
T64R1553	**QUILL CORP.**	**337.90**	337.90	0135252011 4310	DA/MILD MODERATE/SE SEP CL/NSE /
T64R1604	**QUILL CORP.**	**133.83**	133.83	0124261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64R1786	**QUILL CORP.**	**477.60**	477.60	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
T64T0505	**QUILL CORP.**	**212.10**	212.10	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1852	**RABBIT LASER USA LLC**	**14,359.84**	14,359.84	0152546821 6490	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - OTHE
T64R1853	**RABBIT LASER USA LLC**	**8,178.22**	8,178.22	0152546821 6490	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - OTHE
T64T0515	**RABBIT LASER USA LLC**	**930.00**	930.00	0144000910 5880	LEX/LCFF-CONCENTRATION/INSTR / OTHER
T64T0562	**RAPTOR TECHNOLOGIES LLC**	**197.79**	197.79	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
T64T0595	**RAPTOR TECHNOLOGIES LLC**	**721.93**	721.93	0134140027 4320	WA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64A0284	**REAL INSPIRATION INC.**	**3,900.00**	3,900.00	0140385010 5880	SO/TITLE IV/INSTR / OTHER OPERATING EXPENSES
T64R1614	**REFRIGERATION SUPPLIES DIST.**	**3,505.46**	70.12	0124235081 4355	LOARA/HVAC/MO / MAINTENANCE SUPPLIES
			3,435.34	0124235081 4410	LOARA/HVAC/MO / EQUIPMENT - NON-CAPITALIZE
T64R1625	**REFRIGERATION SUPPLIES DIST.**	**1,525.56**	1,525.56	0120235081 4410	ANAHEIM/HVAC/MO / EQUIPMENT - NON-
T64R1648	**REHABMART LLC**	**280.88**	280.88	0120000034 4320	ANAHEIM/HEALTH / OTHER OFFICE/MISC SUPPLIES
T64X0491	**RITZ CLEANERS, THE**	**1,000.00**	1,000.00	0121007081 5560	WE/INSTR MUSIC/M&O / LAUNDRY
T64X0506	**RITZ CLEANERS, THE**	**2,000.00**	2,000.00	0128007081 5560	CY/INS MUS/INSTR / LAUNDRY
T64R1447	**RIVERSIDE CITY COLLEGE**	**200.00**	200.00	0123381010 5210	SA/TITLE I/INSTR / TRAVEL AND CONFERENCE
T64R1484	**RIVERSIDE INSIGHTS**	**337.03**	337.03	0134283232 4310	WA/PSYCH / INSTRUCTIONAL MATL & SUPPLIES

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T64R1570	**RIVERSIDE INSIGHTS**	**1,011.08**	1,011.08	0120261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64R1619	**RIVERSIDE INSIGHTS**	**481.88**	481.88	0131283232 4310	BR/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
T64R1745	**RIVERSIDE INSIGHTS**	**674.05**	674.05	0137283232 4310	SY/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
T64R1876	**RIVERSIDE INSIGHTS**	**674.05**	674.05	0138252011 4310	BALL/MILD MODERATE/SE SEP CL/N /
T64R1437	**ROCKLER WOODWORKING AND**	**933.02**	161.61	0127546810 4310	KE/SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAI
			771.41	0127546810 4410	KE/SWP K12 PATHWAY(ROUND 4) / EQUIPMENT -
T64R1849	**ROCKLER WOODWORKING AND**	**7,126.91**	2,280.32	0152546821 4310	SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAL
			4,846.59	0152546821 4410	SWP K12 PATHWAY(ROUND 4) / EQUIPMENT - NON-
T64A0277	**RODRIGUEZ VALLS, DR. FERNANDO**	**15,000.00**	15,000.00	0163379021 5805	TITLE IIIA / LIMITED ENG PROG / INSTRUCTIONAL
T64A0294	**ROSSIER PARK ELEMENTARY SCHOOL**	**65,866.68**	65,866.68	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
T64A0287	**ROZENBERG, ABBY M.**	**2,150.00**	2,150.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
T64T0527	**RWC INTERNATIONAL LTD**	**1,637.80**	1,637.80	0179113036 5880	GARAGE/TRANS-REG ED/TRANSPORT / OTHER
T64R1483	**SCHOOL NURSE SUPPLY INC**	**83.53**	83.53	0138000034 4320	BALL/HEALTH / OTHER OFFICE/MISC SUPPLIES
T64X0503	**SCHOOL PAPER EXPRESS**	**920.00**	920.00	0122381010 4310	MA/ECIA1/INSTR / INSTRUCTIONAL MATL &
T64R1450	**SCHOOL SERVICES OF CALIFORNIA**	**195.00**	195.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND CONFERENCE
T64R1891	**SCHOOL SERVICES OF CALIFORNIA**	**1,300.00**	325.00	0103103072 5210	ADMIN/GENL ADM / TRAVEL AND CONFERENCE
			325.00	0106106072 5210	BUSINESS/GENL ADM / TRAVEL AND CONFERENCE
			325.00	0153000921 5210	SP PROG/LCFF (EIA)/SUPRV INSTR / TRAVEL AND
			325.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND CONFERENCE
T64R1494	**SCHOOL SPECIALTY INC**	**509.21**	509.21	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1496	**SCHOOL SPECIALTY INC**	**90.64**	90.64	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1507	**SCHOOL SPECIALTY INC**	**76.44**	76.44	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1548	**SCHOOL SPECIALTY INC**	**263.38**	263.38	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
T64R1668	**SCHOOL SPECIALTY INC**	**1,993.46**	1,002.19	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA

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T64R1668	***** CONTINUED *****				
			991.27	0122000910 4410	MA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64S0104	**SCHOOL SPECIALTY INC**	**192.01**	192.01	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0107	**SCHOOL SPECIALTY INC**	**205.07**	205.07	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0117	**SCHOOL SPECIALTY INC**	**1,626.02**	1,626.02	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64T0453	**SCHOOL SPECIALTY INC**	**841.18**	841.18	0122393010 4410	MA/VEA-2B/INSTR / EQUIPMENT - NON-CAPITALIZE
T64R1927	**SCHOOLPOSTERS.COM LLC**	**1,251.20**	1,251.20	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1515	**SCOTT EQUIPMENT INC**	**9,715.31**	2,961.85	0111222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
			6,753.46	0111222081 6490	OPERATIONS - GROUNDS / EQUIPMENT - OTHER
T64R1454	**SCSBOA**	**400.00**	400.00	0131000910 5880	BR/LCFFF-CONCENTRATION/INSTR / OTHER
T64R1839	**SEAPERCH SAN DIEGO**	**45.00**	45.00	0144000910 5880	LEX/LCFF-CONCENTRATION/INSTR / OTHER
T64C0100	**SEHI COMPUTER PRODUCTS INC**	**3,383.35**	3,383.35	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
T64T0451	**SEHI COMPUTER PRODUCTS INC**	**946.13**	946.13	0125393010 4310	KA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0475	**SEHI COMPUTER PRODUCTS INC**	**1,222,237.50**	1,222,237.50	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
T64T0489	**SEHI COMPUTER PRODUCTS INC**	**1,694.13**	1,694.13	0152750121 4410	PUPIL TESTING & EVALUATION / EQUIPMENT - NON
T64T0490	**SEHI COMPUTER PRODUCTS INC**	**19,592.35**	19,592.35	0123000910 4310	SA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
T64T0493	**SEHI COMPUTER PRODUCTS INC**	**1,120.75**	34.48	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			1,086.27	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0495	**SEHI COMPUTER PRODUCTS INC**	**5,051.05**	5,051.05	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAI
T64T0496	**SEHI COMPUTER PRODUCTS INC**	**31,158.60**	28,758.60	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
			2,400.00	0121000910 5880	WE/LCFF-CONCENTRATION/INSTR / OTHER
T64T0498	**SEHI COMPUTER PRODUCTS INC**	**8,470.66**	8,470.66	0122381010 4410	MA/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
T64T0499	**SEHI COMPUTER PRODUCTS INC**	**2,086.04**	2,086.04	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0501	**SEHI COMPUTER PRODUCTS INC**	**3,190.44**	3,190.44	0125381110 4410	KA/TITLE I PARENTING / EQUIPMENT - NON-

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T64T0502	**SEHI COMPUTER PRODUCTS INC**	**1,134.08**	1,134.08	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64T0504	**SEHI COMPUTER PRODUCTS INC**	**310.86**	310.86	0127140027 4320	KE/SCH ADM / OTHER OFFICE/MISC SUPPLIES
T64T0517	**SEHI COMPUTER PRODUCTS INC**	**905.10**	905.10	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
T64T0519	**SEHI COMPUTER PRODUCTS INC**	**931.46**	931.46	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0524	**SEHI COMPUTER PRODUCTS INC**	**1,256.50**	1,256.50	0172172083 4410	SAFE SCHOOLS / EQUIPMENT - NON-CAPITALIZED
T64T0544	**SEHI COMPUTER PRODUCTS INC**	**1,438.47**	1,438.47	0122381010 4310	MA/ECIA1/INSTR / INSTRUCTIONAL MATL &
T64T0550	**SEHI COMPUTER PRODUCTS INC**	**1,103.19**	1,103.19	0106106072 4310	BUSINESS/GENL ADM / INSTRUCTIONAL MATL &
T64T0552	**SEHI COMPUTER PRODUCTS INC**	**4,353.10**	4,353.10	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
T64T0561	**SEHI COMPUTER PRODUCTS INC**	**139.54**	139.54	0134140027 4320	WA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64T0565	**SEHI COMPUTER PRODUCTS INC**	**12,569.35**	7,140.22	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
			5,429.13	0137381010 4410	SY/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
T64T0566	**SEHI COMPUTER PRODUCTS INC**	**2,628.34**	2,628.34	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT - NON-
T64T0574	**SEHI COMPUTER PRODUCTS INC**	**6,540.69**	6,540.69	0163379010 4410	TITLE IIIA / LIMITED ENG PROF / EQUIPMENT - NON
T64T0575	**SEHI COMPUTER PRODUCTS INC**	**4,551.19**	4,551.19	0152393010 4410	CPSF/VEA-2B/INSTR / EQUIPMENT - NON-
T64T0580	**SEHI COMPUTER PRODUCTS INC**	**1,824.13**	1,824.13	0164750110 4410	PD/DISTRICT PD/INSTR / EQUIPMENT - NON-
T64T0581	**SEHI COMPUTER PRODUCTS INC**	**34,989.68**	34,989.68	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64T0582	**SEHI COMPUTER PRODUCTS INC**	**912.50**	912.50	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
T64T0585	**SEHI COMPUTER PRODUCTS INC**	**9,029.46**	9,029.46	0108750410 4410	IT/TECHNOLOGY/INSTR / EQUIPMENT - NON-
T64T0596	**SEHI COMPUTER PRODUCTS INC**	**162,965.00**	150,965.00	0108750410 4310	IT/TECHNOLOGY/INSTR / INSTRUCTIONAL MATL &
			12,000.00	0108750410 5880	IT/TECHNOLOGY/INSTR / OTHER OPERATING
T64R1875	**SHAMROCK SUPPLY CO.**	**5,716.14**	5,716.14	0152546821 4310	SWP K12 PATHWAY(ROUND 4) / INSTRUCTIONAL
T64S0100	**SHAMROCK SUPPLY CO.**	**257.95**	257.95	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1863	**SIGLER INC., RUSSELL**	**6,467.16**	6,467.16	0132235081 6490	OR/HVAC/MO / EQUIPMENT - OTHER

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T64R1848	**SIGNS DIRECT INC**	**4,042.28**	4,042.28	0164752121 4320	IS/STEAM-A-PALOZZA/INSTR SUP / OTHER
T64R1717	**SKETCHFORSCHOOLS PUBLISHING**	**1,446.87**	1,446.87	0122439010 4310	MA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1452	**SKYFIT TECH INC**	**618.81**	618.81	0122027010 5610	MA/PHYS ED/INSTR / REPAIRS/MAINT - O/S SERVICE
T64A0279	**SOCALGRAD**	**4,500.00**	4,500.00	0120000927 4320	ANA/LCFF (EIA)/SCH ADM / OTHER OFFICE/MISC
T64A0280	**SOCALGRAD**	**2,500.00**	2,500.00	0127000031 4320	KE/GUID / OTHER OFFICE/MISC SUPPLIES
T64A0289	**SOCALGRAD**	**3,800.00**	3,800.00	0122140027 4320	MA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
T64A0299	**SOCALGRAD**	**6,385.00**	6,385.00	0128000927 4320	CY/LCFF-CONCENTRATION/SCH ADM / OTHER
T64A0300	**SOCALGRAD**	**3,500.00**	3,500.00	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
T64R1513	**SOCALGRAD**	**1,950.27**	1,950.27	0120140027 4320	ANAHEIM/SCH ADM / OTHER OFFICE/MISC SUPPLIE
T64R1514	**SOCALGRAD**	**316.79**	316.79	0121140027 4310	WESTERN/SCH ADM/SCH ADM / INSTRUCTIONAL
T64R1637	**SOCALGRAD**	**462.25**	462.25	0128000927 4320	CY/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1892	**SOCALGRAD**	**2,711.54**	1,355.77	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC SUPPLIE
			1,355.77	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
T64R1921	**SOCALGRAD**	**359.08**	359.08	0123140027 4320	SA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64R1948	**SOCALGRAD**	**1,349.57**	1,349.57	0127000031 4320	KE/GUID / OTHER OFFICE/MISC SUPPLIES
T64R1788	**SOCIAL THINKING PUBLISHING**	**68.75**	68.75	0140272511 4210	SO/AUTISM/SE SEP CL/SEV / BOOKS AND REFERENC
T64R1695	**SOULLAND LAB INC**	**3,185.00**	3,185.00	0132452510 5620	OR/CA COMM SCHOOLS/INSTR /
T64R1944	**SOUTHEASTERN PERFORMANCE APPAR**	**3,614.63**	3,614.63	0137007010 4310	SY/INS MUS/INSTR / INSTRUCTIONAL MATL &
T64R1456	**SOUTHWEST SCHOOL AND OFFICE SU**	**152.90**	107.39	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
			45.51	0140272511 4310	SO/AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL
T64R1674	**SOUTHWEST SCHOOL AND OFFICE SU**	**711.47**	711.47	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1747	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,863.64**	1,863.64	0124000010 4310	LOARA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
T64R1748	**SOUTHWEST SCHOOL AND OFFICE SU**	**289.85**	289.85	0132261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL

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T64R1836	**SOUTHWEST SCHOOL AND OFFICE SU**	**263.52**	263.52	0120261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64R1903	**SOUTHWEST SCHOOL AND OFFICE SU**	**60.38**	60.38	0142066027 4320	OXFORD/GRAD/ADMIN / OTHER OFFICE/MISC
T64S0099	**SOUTHWEST SCHOOL AND OFFICE SU**	**989.66**	989.66	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0102	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,054.96**	1,054.96	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0105	**SOUTHWEST SCHOOL AND OFFICE SU**	**13,177.22**	13,177.22	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0109	**SOUTHWEST SCHOOL AND OFFICE SU**	**236.30**	236.30	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0111	**SOUTHWEST SCHOOL AND OFFICE SU**	**8.92**	8.92	01 4300	GENERAL FUND / MATERIALS & SUPPLIES
T64S0118	**SOUTHWEST SCHOOL AND OFFICE SU**	**4,506.43**	4,506.43	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0121	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,100.09**	1,100.09	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1818	**SPECTRUM SECURITY GROUP**	**3,778.35**	2,578.35	0120452510 4410	ANA/CA COMM SCHOOLS/INSTR / EQUIPMENT - NOI
			1,200.00	0120452510 5610	ANA/CA COMM SCHOOLS/INSTR / REPAIRS/MAINT -
T64T0469	**SPHERO INC**	**3,278.87**	3,278.87	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64R1639	**SPORTS FACILITIES GROUP INC**	**4,498.43**	1,799.43	0127230081 4410	KE/GENERAL/MO / EQUIPMENT - NON-CAPITALIZED
			2,699.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1887	**SPORTS FACILITIES GROUP INC**	**2,427.88**	2,427.88	0132230081 4410	OR/GENERAL/MO / EQUIPMENT - NON-CAPITALIZED
T64R1902	**SPORTS FACILITIES GROUP INC**	**8,900.00**	8,900.00	0110211581 5610	MAINTENANCE/GRADUATION/MO / REPAIRS/MAINT
T64R1470	**STANBURY UNIFORMS**	**114,124.49**	114,124.49	0120007010 4310	ANAHEIM/INS MUS/INSTR / INSTRUCTIONAL MATL
T64R1498	**STAPLES ADVANTAGE**	**268.36**	268.36	0121261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64R1529	**STAPLES ADVANTAGE**	**42.77**	8.61	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			34.16	0121000927 4320	WES/LCFF (EIA)/SCH ADM / OTHER OFFICE/MISC
T64R1572	**STAPLES ADVANTAGE**	**139.31**	139.31	0120000033 4320	ANAHEIM/ATTN / OTHER OFFICE/MISC SUPPLIES
T64R1575	**STAPLES ADVANTAGE**	**51.28**	51.28	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1576	**STAPLES ADVANTAGE**	**363.32**	363.32	0121252011 4310	WE/MILD MODERATE/SE SEP CL/NSE /

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T64R1577	**STAPLES ADVANTAGE**	**357.69**	357.69	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1593	**STAPLES ADVANTAGE**	**1,449.20**	1,449.20	0134140027 4320	WA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
T64R1688	**STAPLES ADVANTAGE**	**3,934.17**	3,934.17	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64R1742	**STAPLES ADVANTAGE**	**1,584.28**	1,584.28	0132381127 4320	TITLE I PARENTING / OTHER OFFICE/MISC SUPPLIES
T64R1743	**STAPLES ADVANTAGE**	**244.86**	244.86	0168000910 4310	GI/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1773	**STAPLES ADVANTAGE**	**141.04**	141.04	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1795	**STAPLES ADVANTAGE**	**56.86**	56.86	0163750110 4320	EL/S & C (GOAL 1.1b)/INSTR / OTHER OFFICE/MISC
T64R1799	**STAPLES ADVANTAGE**	**294.79**	294.79	0134000927 4320	WA/LCFF-CONCENTRATION/SCH ADM / OTHER
T64R1813	**STAPLES ADVANTAGE**	**681.41**	681.41	0121252011 4310	WE/MILD MODERATE/SE SEP CL/NSE /
T64R1814	**STAPLES ADVANTAGE**	**236.30**	236.30	0121140027 4320	WESTERN/SCH ADM/SCH ADM / OTHER OFFICE/MIS
T64S0108	**STAPLES ADVANTAGE**	**587.78**	587.78	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64T0457	**STAPLES ADVANTAGE**	**105.29**	105.29	0137251511 4310	LEARN HDCP S/SE SEP CL/NSEV / INSTRUCTIONAL
T64R1522	**STATE OF CALIFORNIA**	**1,150.00**	350.00	0121230081 5610	WESTERN/GENERAL/MO / REPAIRS/MAINT - O/S
			450.00	0125230081 5610	KA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			350.00	0135230081 5610	DALE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICI
T64R1626	**STATE OF CALIFORNIA**	**350.00**	350.00	0134230081 5610	WA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1785	**STATE OF CALIFORNIA**	**350.00**	225.00	0121230081 5610	WESTERN/GENERAL/MO / REPAIRS/MAINT - O/S
			125.00	0135230081 5610	DALE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICI
T64R1856	**STATE OF CALIFORNIA**	**350.00**	350.00	0124230081 5610	LOARA/GENERAL/MO / REPAIRS/MAINT - O/S
T64T0443	**STATE UNIVERSITY OF IOWA**	**149.00**	149.00	0128393010 5880	CY/VEA-2B/INSTR / OTHER OPERATING EXPENSES
T64R1754	**STEMFINITY LLC**	**3,086.57**	3,086.57	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1455	**STEVE WEISS MUSIC**	**1,083.22**	1,083.22	0144439010 4410	LE/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1492	**STEVE WEISS MUSIC**	**6,941.80**	3,389.28	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			3,552.52	0120439010 4410	AN/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -

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T64R1646	**STEVE WEISS MUSIC**	**3,939.64**	3,939.64	0127439010 4310	KE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1711	**STEVE WEISS MUSIC**	**2,452.39**	2,452.39	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64R1771	**STEVE WEISS MUSIC**	**2,351.15**	429.88	0128439010 4310	CY/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			1,921.27	0128439010 4410	CY/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1544	**SUNBELT RENTALS INC.**	**3,777.63**	3,777.63	0150235081 5620	ADMIN/HVAC/MO / RENTALS/OPERATING LEASES
T64R1820	**SUNBELT RENTALS INC.**	**35.30**	35.30	0110230081 5620	MAINTENANCE/MO / RENTALS/OPERATING LEASES
T64R1858	**SUNBELT RENTALS INC.**	**4,063.66**	4,063.66	0150235081 5620	ADMIN/HVAC/MO / RENTALS/OPERATING LEASES
T64R1940	**SUPERIOR CHEER**	**644.88**	644.88	0138750640 4310	BALL/AFTER SCHOOL/ANCIL / INSTRUCTIONAL MA
T64T0472	**SUPPLYMASTER**	**1,170.17**	1,170.17	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0516	**SUPPLYMASTER**	**936.13**	936.13	0122381010 4310	MA/ECIA1/INSTR / INSTRUCTIONAL MATL &
T64T0568	**SUPPLYMASTER**	**258.17**	258.17	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64T0570	**SUPPLYMASTER**	**309.80**	309.80	0131261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64A0298	**SUSANNA AND JUAN CARLOS ROSARI**	**26,250.00**	26,250.00	0119283011 5880	SYS/INSTR / OTHER OPERATING EXPENSES
T64T0467	**SWEETWATER**	**771.04**	771.04	0120439010 4310	AN/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64T0538	**SWEETWATER SOUND LLC**	**2,963.45**	2,963.45	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
T64T0554	**T MOBILE**	**15,460.26**	15,460.26	0160342531 5918	ARP HOMELESS CHILDREN/YOUTH II / TELEPHONE
T64A0304	**TALBERG, JONATHAN**	**500.00**	500.00	0153752140 5805	COLOR & LIGHT/ANCIL / INSTRUCTIONAL PROF
T64R1609	**TEACHER'S DISCOVERY**	**548.58**	548.58	0131000910 4210	BR/LCFFF-CONCENTRATION/INSTR / BOOKS AND
T64R1557	**TEAM ATHLETICS**	**4,163.46**	4,163.46	0123028010 4310	SA/ATHLET/INSTR / INSTRUCTIONAL MATL &
T64T0458	**TELESTREAM LLC**	**238.00**	238.00	0121393010 5880	WESTERN/VEA-2B/INSTR / OTHER OPERATING
T64T0509	**TFD UNLIMITED LLC**	**1,777.88**	1,777.88	0152152030 4310	PUPIL TEST/TEST / INSTRUCTIONAL MATL &
T64T0557	**TFD UNLIMITED LLC**	**1,066.73**	1,066.73	0152152030 4310	PUPIL TEST/TEST / INSTRUCTIONAL MATL &
T64R1426	**TILLY'S LIFE CENTER**	**15,000.00**	15,000.00	0123000910 5880	SA/LCFF-CONCENTRATION/INSTR / OTHER

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PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64R1775	**TIME AND ALARM SYSTEM**	**972.18**	494.18	0127231081 4355	KE/ELECTRIC/MO / MAINTENANCE SUPPLIES
			478.00	0127231081 5610	KE/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVICES
T64R1629	**TOLEDO PHYSICAL EDUCATION SUPP**	**611.66**	611.66	0122385010 4310	MA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1791	**TOLEDO PHYSICAL EDUCATION SUPP**	**1,081.99**	1,081.99	0138750640 4310	BALL/AFTER SCHOOL/ANCIL / INSTRUCTIONAL MA
T64R1440	**TORK WINCH**	**957.51**	957.51	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
T64R1433	**TURF STAR INC**	**1,433.28**	209.74	0111220081 4347	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
			1,223.54	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
T64A0293	**TURNING WINDS**	**103,750.00**	80,550.00	0119282439 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
			23,200.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
T64R1547	**U S BANK**	**2,825.00**	2,825.00	0106106072 5880	BUSINESS/GENL ADM / OTHER OPERATING EXPENS
T64R1466	**ULINE**	**1,541.10**	575.66	0128000081 4347	CY/MO / OPERATIONS SUPPLIES - MISC
			965.44	0128028081 4347	CY/ATHLET/INSTR / OPERATIONS SUPPLIES - MISC
T64R1616	**ULINE**	**2,717.47**	2,717.47	0128140027 5620	CY/SCH ADM/SCH ADM / RENTALS/OPERATING
T64R1842	**ULINE**	**3,651.86**	3,651.86	0128140027 5620	CY/SCH ADM/SCH ADM / RENTALS/OPERATING
T64R1956	**UNINCORPORATED LABELS**	**791.97**	263.99	0161140027 4320	IND STUDY/SCHOOL ADMINISTRATIO / OTHER
			527.98	0168140027 4320	GI SOUTH/SCH ADM/SCH ADM / OTHER OFFICE/MIS
T64R1535	**UNIVERSAL ASPHALT**	**28,500.00**	28,500.00	0147238081 5610	HOPE/PAVING/MO / REPAIRS/MAINT - O/S SERVICES
T64R1911	**UNIVERSAL STUDIOS HOLLYWOOD**	**2,924.00**	2,924.00	0125000010 5880	KA/INSTR / OTHER OPERATING EXPENSES
T64R1582	**US AIR CONDITIONING DISTRIBUTO**	**2,367.92**	2,367.92	0132235081 4410	OR/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
T64R1531	**USA SCIENTIFIC INC**	**182.04**	182.04	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0597	**VALHALLAN ESPORTS LEAGUE LLC**	**264.00**	264.00	0127000910 5310	KE/LCFF-CONCENTRATION/INSTR / DUES AND
T64R1485	**VARITRONICS**	**374.94**	374.94	0120381110 4310	TITLE I - PARENTING / INSTRUCTIONAL MATL &
T64R1671	**VARITRONICS**	**1,260.57**	1,260.57	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64R1789	**VERNIER SOFTWARE & TECH.**	**126.06**	126.06	0142000910 4210	OX/LCFF-CONCENTRATION/INSTR / BOOKS AND

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PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64T0494	**VEX ROBOTICS INC**	**8,919.47**	8,919.47	0134000910 4410	WA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64T0500	**VEX ROBOTICS INC**	**772.86**	772.86	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONA
T64T0512	**VEX ROBOTICS INC**	**5,530.82**	5,530.82	0131381010 4310	BR/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64T0520	**VEX ROBOTICS INC**	**2,234.31**	2,234.31	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64C0097	**VISION COMMUNICATIONS CO.**	**527.98**	527.98	0164901021 4320	PD/(TITAN ED)/STUART DEMO / OTHER OFFICE/MISC
T64R1677	**VISION COMMUNICATIONS CO.**	**1,987.99**	1,987.99	0137000927 4320	SY/S & C/SCHOOL ADMIN / OTHER OFFICE/MISC
T64R1703	**VISION COMMUNICATIONS CO.**	**188.57**	188.57	0137140027 5610	SY/SCH ADM / REPAIRS/MAINT - O/S SERVICES
T64R1803	**VISION COMMUNICATIONS CO.**	**52.80**	52.80	0142000081 4347	OXFORD/MO / OPERATIONS SUPPLIES - MISC
T64R1896	**VISION COMMUNICATIONS CO.**	**1,525.75**	1,525.75	0140140027 4410	SOUTH/SCH ADM/SCH ADM / EQUIPMENT - NON-
T64R1519	**WALTERS WHOLESALE ELECTRIC CO**	**1,155.08**	1,155.08	0122231081 4410	MA/ELECTRIC/MO / EQUIPMENT - NON-CAPITALIZE
T64R1867	**WALTERS WHOLESALE ELECTRIC CO**	**4,829.42**	4,829.42	0127231081 4410	KE/ELECTRIC/MO / EQUIPMENT - NON-CAPITALIZED
T64R1735	**WARD'S NATURAL SCIENCE EST**	**1,598.66**	1,598.66	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1589	**WASHINGTON MUSIC CENTER**	**4,661.59**	4,661.59	0128439010 4410	CY/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1828	**WASHINGTON MUSIC CENTER**	**13,869.14**	1,821.29	0121439010 4310	WE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			5,413.36	0121439010 4410	WE/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
			6,634.49	0121439010 6490	WE/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64R1923	**WASHINGTON MUSIC CENTER**	**12,231.83**	5,903.78	0140439010 4310	SO/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA
			6,328.05	0140439010 4410	SO/PROP 28: ARTS AND MUSIC/INS / EQUIPMENT -
T64C0096	**WATERLINE TECHNOLOGIES INC.**	**610.00**	610.00	0120240081 5610	ANAHEIM/POOL/MO / REPAIRS/MAINT - O/S SERVICI
T64R1445	**WATERLINE TECHNOLOGIES INC.**	**3,045.73**	2,635.73	0124240081 4410	LOARA/POOL/MO / EQUIPMENT - NON-CAPITALIZED
			410.00	0124240081 5610	LOARA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1640	**WATERLINE TECHNOLOGIES INC.**	**2,521.44**	1,966.44	0127240081 4410	KE/POOL/MO / EQUIPMENT - NON-CAPITALIZED
			555.00	0127240081 5610	KE/POOL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1915	**WATERLINE TECHNOLOGIES INC.**	**9,293.04**	793.04	0123240081 4355	SA/POOL/MO / MAINTENANCE SUPPLIES

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64R1915	***** CONTINUED *****				
			8,500.00	0123240081 5610	SA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
T64R1459	**WAXIE SANITARY SUPPLY**	**709.04**	709.04	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1680	**WAXIE SANITARY SUPPLY**	**1,527.36**	1,527.36	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1702	**WAXIE SANITARY SUPPLY**	**363.66**	363.66	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64S0101	**WAXIE SANITARY SUPPLY**	**908.97**	908.97	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0114	**WAXIE SANITARY SUPPLY**	**4,842.61**	4,842.61	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0123	**WAXIE SANITARY SUPPLY**	**2,016.74**	2,016.74	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64R1938	**WEIGHT ROOM SUPPLIES**	**10,000.00**	10,000.00	0125385010 4310	KA/TITLE IV/INSTR / INSTRUCTIONAL MATL &
T64R1710	**WELLNESS COUNCIL OF AMERICA**	**450.00**	450.00	0104104072 5310	CERT HR/GENL ADM / DUES AND MEMBERSHIPS
T64R1417	**WENGER CORP**	**20,609.19**	20,609.19	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
T64R1578	**WENGER CORP**	**3,961.13**	3,961.13	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR / INSTRUCTION/
T64R1807	**WEST SHIELD ADOLESCENT SERVICE**	**3,953.25**	3,953.25	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
T64R1894	**WEST SHIELD ADOLESCENT SERVICE**	**4,443.88**	4,443.88	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
T64R1895	**WEST SHIELD ADOLESCENT SERVICE**	**4,740.42**	4,740.42	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
T64R1436	**WESTCOR ENVIRONMENTAL INC**	**18,397.00**	18,397.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
T64R1601	**WESTERN PSYCHOLOGICAL SERVICES**	**18,693.77**	16,994.34	0119271519 4310	SPEECH & LANG/SE OTHER/NSEV / INSTRUCTIONAL
			1,699.43	0119271519 4320	SPEECH & LANG/SE OTHER/NSEV / OTHER
T64X0507	**WILNER & O'REILLY APLC**	**6,000.00**	6,000.00	0104104072 5821	CERT HR/GENL ADM / LEGAL FEES
T64R1620	**WILSON LANGUAGE TRAINING**	**744.77**	744.77	0131381010 4310	BR/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64R1868	**WIPEBOOK CORP.**	**1,258.03**	1,258.03	0125381010 4310	KA/ECIA1/INSTR / INSTRUCTIONAL MATL & SUPPLI
T64R1443	**WOLVERINE SPORTS**	**2,126.03**	2,126.03	0144385010 4410	LEX/TITLE IV/INSTR / EQUIPMENT - NON-
T64X0493	**WOODWIND AND BRASSWIND**	**650.00**	650.00	0121439010 4310	WE/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONA

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 05/07/2024 **FROM 02/27/2024 TO 04/23/2024**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64R1652	**WORLD GLOBES AND MAPS**	**423.05**	423.05	0124261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
T64R1675	**WRS GROUP LTD.**	**393.33**	393.33	0131489510 4310	BR/TUPE-COHORTJ-TIER 2/INSTR / INSTRUCTIONAL
T64R1434	**YENNIS PARTY RENTALS INC.**	**15,527.69**	15,527.69	0110211581 5620	MAINTENANCE/GRADUATION/MO /
T64R1774	**YENNIS PARTY RENTALS INC.**	**603.16**	603.16	0115750110 5620	ED/S & C (INNOVATION GNT/INSTR /
T64T0592	**ZONAR SYSTEMS INC**	**39,706.46**	39,706.46	0113113036 5610	TRANS/REG-ED/TRANSPORTATION / REPAIRS/MAIN

Fund 01 Total:	**11,814,741.56**
Fund 25 Total:	**42,853.15**
Fund 27 Total:	**15,452.50**
Fund 40 Total:	**19,782.50**
Fund 45 Total:	**9,574.00**
Total Amount of Purchase Orders:	**11,902,403.71**

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES MEETING 05/07/2024

EXHIBIT X

FROM 04/04/2024 TO 04/23/2024

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64C0064	**MESA ENERGY SYSTEMS INC**	**4,145.00**	+130.00	0142230081 5610	OXFORD/GENERAL/MO / REPAIRS/MAINT - O/S
T64C0084	**POOL HEATER GUYS CORPORATION,**	**1,500.00**	+455.00	0120240081 5610	ANAHEIM/POOL/MO / REPAIRS/MAINT - O/S SERVICES
T64C0087	**FERGUSON ENTERPRISES INC**	**817.82**	-559.30	0150239081 4410	ADMIN/PLUMB/MO / EQUIPMENT - NON-CAPITALIZED
T64R0710	**UNITED RENTALS**	**9,425.98**	+3,307.96	0120230081 5620	ANAHEIM/GENERAL/MO / RENTALS/OPERATING
T64R0859	**SOCALGRAD**	**223.97**	+2.69	0175140027 4320	CVA/INDEPENDENT STUDY/ADMIN / OTHER
T64R1331	**YENNIS PARTY RENTALS INC.**	**7,803.85**	+292.25	0164752110 5620	IS/STEM-A-PALOZZA/INSTR / RENTALS/OPERATING
T64R1545	**ANIXTER**	**3,214.65**	+143.77	0110236081 4410	MAINTENANCE/LOCKS/MO / EQUIPMENT - NON-
T64R1702	**WAXIE SANITARY SUPPLY**	**363.66**	-15.37	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
T64R1707	**MUSIC AND ARTS CENTER**	**502.34**	-78.96	0123439010 4310	SA/PROP 28: ARTS AND MUSIC/INS / INSTRUCTIONAL
T64R1782	**J AND A FENCE**	**6,730.00**	+2,250.00	0125232081 5610	KA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
T64R1793	**ARBOR SCIENTIFIC**	**846.83**	+13.15	0142000010 4310	OXFORD/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			+14.39	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64R1806	**AMERICAN CASUAL**	**177.79**	+2.16	0120000010 4310	ANAHEIM/INSTR / INSTRUCTIONAL MATL & SUPPLIES
T64S0070	**SOUTHWEST SCHOOL AND OFFICE SU**	**243.91**	-1,590.39	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0092	**HENRY SCHEIN INC.**	**594.78**	+70.60	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0095	**IMAGE APPAREL FOR BUSINESS**	**1,925.28**	+450.15	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64S0105	**SOUTHWEST SCHOOL AND OFFICE SU**	**13,177.22**	+10.86	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
T64T0507	**B AND H PHOTO VIDEO INC**	**2,292.16**	-81.64	0175393010 4310	CVA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
T64T0533	**CDW GOVERNMENT INC.**	**981.63**	-473.53	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64T0543	**B AND H PHOTO VIDEO INC**	**1,662.92**	-269.11	0132393010 4410	OR/VEA-2B/ISNTR / EQUIPMENT - NON-CAPITALIZED
T64T0555	**APPLE INC**	**38,957.00**	+3,103.20	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT - NON-
T64X0006	**BORDER TIRE**	**60,000.00**	+25,000.00	0179113036 4386	GARAGE/TRANS-REG ED/TRANSPORT /
T64X0049	**RWC INTERNATIONAL LTD**	**50,000.00**	+15,000.00	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES MEETING 05/07/2024

FROM 04/04/2024 TO 04/23/2024

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
T64X0051	**BEST-VIP CHAUFFEURED WORLDWIDE**	**68,000.00**	+8,000.00	0113113036 5620	TRANS/REG-ED/TRANSPORTATION /
T64X0058	**PACIFIC COAST PROPANE LLC**	**335,000.00**	+100,000.00	0113113036 4383	TRANS/REG-ED/TRANSPORTATION /
T64X0066	**J AND B MATERIALS**	**22,000.00**	+7,000.00	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
T64X0093	**A AND J SHEET METAL INC**	**8,324.54**	+3,324.54	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
T64X0114	**CVT RECYCLING**	**6,200.00**	+3,200.00	0111000081 5580	MO/MO / SANITATION
T64X0130	**HORIZON**	**1,846.44**	+253.44	0111220081 4347	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
T64X0176	**HOWARD INDUSTRIES**	**8,000.00**	+3,000.00	0110235081 4355	MAINTENANCE/HVAC/MO / MAINTENANCE SUPPLIES
T64X0282	**REPUBLIC SERVICES OF SO. CALIF**	**27,500.00**	+10,000.00	0111000081 5580	MO/MO / SANITATION
T64X0297	**RELIABLE SHEET METAL WORKS**	**6,525.58**	+3,525.58	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
T64X0319	**GARDENA VALLEY NEWS**	**2,177.09**	+177.09	0127023010 4310	KE/JOURNAL/INSTR / INSTRUCTIONAL MATL &
T64X0354	**CALIFORNIA DEPARTMENT OF EDUCA**	**42,000.00**	+30,000.00	0100000200 8660	GEN FUND/INTEREST/NA / INTEREST
T64X0364	**U S BANK**	**45,000.00**	+20,000.00	0109620037 5880	FOOD SVC/GRADES 7-12/FOOD SVC / OTHER
T64X0459	**SOCALGRAD**	**1,010.00**	+110.00	0147257011 4320	SEVER HDCP/SE SEP CL/SEV / OTHER OFFICE/MISC
T64X0462	**U S POSTAL SERVICE**	**30,000.00**	+20,000.00	0114114072 5610	WAREHOUSE/GENL ADM / REPAIRS/MAINT - O/S
T64X0469	**REV ROBOTICS LLC**	**700.00**	+202.46	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64X0470	**WESTCOAST PRODUCTS & DESIGN LL**	**2,400.00**	+400.48	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64X0472	**MC MASTER CARR SUPPLY COMPANY**	**650.00**	+400.00	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
T64X0497	**AWARDS BY PAUL**	**3,000.00**	+1,500.00	0138000927 4320	BA/LCFF-CONCENTRATION/SCH ADM / OTHER

Fund 01 Total: **258,271.47**

Total Amount of Change Orders: **258,271.47**

EXHIBIT Y

VENDOR CHECK REGISTER
April 04, 2024 through April 23, 2024

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
360DTii LLC	V6414513	4310	11,281.24	00195441
		4320	1,464.96	00195441
		4410	2,928.38	00195299
			672.07	00195329
A AND C URGENT CARE	V6412935	5810	35.00	00195658
A AND J SHEET METAL INC	V6414203	4355	4,887.23	00195659
			1,295.81	00195696
A U H S D FOOD SERVICE DEPT	V6400023	4390	40.86	00195697
A Z BUS SALES INC.	V6400025	4320	836.52	00195442
AAA ELECTRIC MOTOR SALES	V6400033	4355	588.52	00195484
AARDVARK CLAY AND SUPPLIES INC	V6400035	4310	1,289.66	00195275
			601.26	00195552
ABLENET INC.	V6405539	4310	274.77	00195610
AC POWER 1 INC	V6413051	5610	5,000.00	00195698
ACS BILLING SERVICE	V6400072	5580	4,962.23	00195553
ADI	V6400095	4355	227.09	00195443
AGRI TURF DISTRIBUTING LLC	V6412836	4347	1,671.98	00195330
			3,034.95	00195444
AGUINAGA GREEN INC	V6412753	4347	163.79	00195699
AGUIRRE, ROXANNE	V6414489	5220	46.23	00195660
AIRSUPPLY TOOLS INC.	V6412933	4375	596.17	00195186
			1,011.03	00195554
ALBRIGHT LIGHTING PLASTICS	V6410869	4355	469.83	00195661
ALISON DOVER	V6413785	5805	3,750.00	00195555
ALT REV CASH FUND	V6405196	4310	2,603.68	00195445
		4320	778.17	00195445
		4347	92.11	00195445
		4390	955.36	00195445
		5880	27.00	00195445
AMAZON CAPITAL SERVICE	V6410684	4210	590.40	00195276
			169.03	00195556
		4310	8,357.03	00195276
			755.65	00195331
			72.39	00195395
			985.29	00195556
		4320	495.36	00195276
			1,348.81	00195446
AMAZON WEB SERVICES INC.	V6412894	5880	11.05	00195246
			48.00	00195277
AMERICAN CASUAL	V6407489	4310	1,065.97	00195396
			177.79	00195662
AMERICAN FENCE COMPANY INC	V6407611	5620	106.00	00195700
ANAHEIM UNION HIGH SCHOOL DIST	V6400267	5454	30,654.72	00195247
			49,357.60	00195611
ANIXTER	V6400294	4355	206.74	00195332
			651.50	00195701
		4410	3,214.65	00195663
ANTHEM SPORTS LLC	V6407770	4310	4,253.50	00195447
		4355	246.81	00195447

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
APPLE INC	V6400319	4310	278.00	00195448
		4410	1,068.95	00195531
			1,068.95	00195557
ARBOR SCIENTIFIC	V6400327	4310	139.24	00195187
			212.51	00195558
			846.87	00195702
ARELLANO, GEISY	V6411702	5210	1,526.69	00195300
ARROW SERVICES INC	V6412839	5580	4,966.26	00195397
ASSOCIATED BUSINESS PRODUCTS	V6400369	4410	1,325.33	00195703
AT AND T	V6400374	5918	34.41	00195398
			19.23	00195449
	V6406157	5918	15,132.19	00195559
			748.39	00195664
AT AND T MOBILITY	V6409270	5880	907.83	00195560
ATKINSON ANDELSON LOYA RUUD	V6400383	5210	447.00	00195704
		5821	23,891.44	00195333
AUDIO RESOURCE GROUP INC	V6411241	4320	965.44	00195612
AVILA, KAREN	V6415036	5210	60.00	00195665
AWARDS BY PAUL	V6400412	4320	7,186.93	00195278
AWARDS UNLIMITED	V6415488	4310	661.43	00195279
B AND H PHOTO VIDEO INC	V6400422	4310	3,952.54	00195188
			1,919.57	00195399
			4,453.28	00195613
		4320	711.15	00195188
			118.48	00195399
			1,446.54	00195613
		4347	421.99	00195334
		4410	5,771.63	00195188
			11,634.85	00195301
			4,202.92	00195613
B AND M LAWN AND GARDEN INC	V6400423	4347	44.85	00195335
			689.47	00195450
			150.11	00195561
BARNES AND NOBLE	V6400450	4210	439.28	00195189
			362.23	00195532
BARNEY'S BLENDS INC.	V6411700	4310	337.88	00195248
		4347	2,365.16	00195248
			1,468.64	00195400
BAVCO	V6407678	4355	44.98	00195666
BEACON DAY SCHOOL	V6409269	5860	145,198.69	00195249
BEE BUSTERS	V6400472	5610	125.00	00195401
BERUMEN, MARISELA	V6415561	5220	56.96	00195485
BEST PRICE APPLIANCE CORPORATION	V6414367	5610	175.00	00195280
BEST-VIP CHAUFFEURED WORLDWIDE	V6414620	5620	1,893.96	00195250
			1,677.50	00195667
			1,543.75	00195705
BIG D SUPPLIES	V6400508	4355	109.04	00195706
BIO RAD LABORATORIES INC.	V6407739	4310	49.16	00195562

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
BLICK ART MATERIALS LLC	V6401357	4310	527.07	00195190
			5,626.96	00195302
			13.64	00195336
			16,322.90	00195402
			3,064.18	00195486
			215.50	00195533
			181.02	00195614
			6,916.73	00195707
		4410	3,367.19	00195302
			3,367.19	00195486
			3,467.40	00195533
BLUE STAR AUTO GLASS	V6414451	4370	371.00	00195337
BLUUM USA INC.	V6404796	4410	40,855.50	00195563
BORDER TIRE	V6413240	4386	21,809.71	00195451
			5,795.99	00195668
BPS SUPPLY GROUP	V6400476	4410	564.78	00195403
BRIQUELET, JILL	V6402334	5210	785.64	00195669
BROWN, JENNIFER	V6409000	4320	187.44	00195670
BSN SPORTS	V6400615	4310	16,020.79	00195191
			1,969.12	00195404
			1,919.70	00195487
		5630	1,397.40	00195191
BUDDY'S ALL STARS INC	V6406311	4310	1,018.24	00195488
		4355	5,607.70	00195488
		4410	3,643.02	00195488
BULK BOOKSTORE	V6414414	4210	582.69	00195192
			7,661.03	00195564
CAAPLE	V6415553	5210	1,146.00	00195565
CABE	V6400656	5210	21,695.00	00195534
			1,770.00	00195671
CAL BUILDING SYSTEMS INC	V6412620	5610	390.00	00195251
CALIF. DEPT. OF TAX AND FEE ADMINISTRATION	V6404444	4382	75.14	00195489
CALIFORNIA DEPARTMENT OF EDUCATION	V6400686	8660	17,878.05	00195566
CALIFORNIA PLUMBING PARTS	V6412567	4355	2,175.61	00195405
			1,202.99	00195708
		4410	526.49	00195567
CALIFORNIA SPECIAL NEEDS LAW GROUP	V6411853	5821	14,000.00	00195568
CALIFORNIA YELLOW CAB	V6413351	5870	291.90	00195490
			2,080.00	00195672
CAPISTRANO GOLF CARS INC	V6411745	5610	150.00	00195569
CARMEN SILVA AND	V6415268	5880	10,905.40	00195491
			4,645.30	00195615
CAROLINA BIOLOGICAL SUPPLY CO.	V6400778	4310	344.85	00195535
CAROLINE LEE PSYCHOLOGIST INC	V6415497	5805	6,650.00	00195281
CART MAN INC, THE	V6404668	5610	1,079.42	00195570
CAVANAGH, JAMES	V6408353	4310	268.23	00195492
CDW GOVERNMENT INC.	V6400819	4310	11,217.38	00195252
			420.22	00195338
			314.66	00195536
			666.97	00195709
		4320	333.49	00195536
		5880	16,548.00	00195252
CEMEX	V6404364	4355	2,022.05	00195339
CERTIFIX LIVE SCAN	V6414255	5880	675.00	00195616

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
CERVANTES, YOLANDA	V6415123	5220	10.05	00195673
CHAVEZ, ARACELI	V6408992	5210	114.88	00195674
CHYLINSKI, PAUL	V6403583	5210	449.95	00195303
		5220	111.33	00195193
CINNAMON HILLS YOUTH CRISIS CTR	V6407425	5860	18,150.86	00195253
			19,331.61	00195340
CITY AUTO TOP	V6400953	4370	499.91	00195194
CITY OF ANAHEIM	V6400957	5520	31,332.86	00195195
			46,962.92	00195282
			35,973.75	00195304
			58,818.22	00195617
		5530	1,115.44	00195195
			4,290.02	00195282
			2,912.51	00195304
			6,572.66	00195617
		5580	4,054.85	00195195
			10,052.77	00195282
			4,658.64	00195304
			10,789.96	00195617
		5810	3,532.80	00195406
CITY OF BUENA PARK	V6400958	5530	2,255.43	00195710
		5580	225.54	00195710
CLAIM RETENTION SERVICES INC.	V6408940	5810	2,250.00	00195254
COMPLETE ACCESS SOLUTIONS	V6415052	4355	350.19	00195196
		5610	2,500.00	00195196
		6490	13,250.56	00195196
COMPLETE OFFICE OF CA	V6411539	9320	889.39	00195675
COMPREHENSIVE DRUG TESTING INC.	V6410899	5810	465.00	00195493
COSCO FIRE PROTECTION INC	V6412879	5610	1,765.00	00195305
CPR1 LLC	V6412104	4410	1,887.73	00195197
CRAWFORD, BINDY	V6414550	4310	298.71	00195676
CRINER, WENDY	V6410435	4390	453.31	00195677
CSM CONSULTING INC.	V6409922	5810	6,900.00	00195711
CSU FULLERTON	V6401173	5805	2,995.00	00195198
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	52,080.00	00195712
CVT RECYCLING	V6407455	5580	2,428.15	00195678
DANA WHARF SPORTFISHING	V6415144	5620	810.00	00195341
		5880	3,679.00	00195341
DB SERVICE CENTER LLC	V6411405	4347	161.63	00195342
			242.98	00195407
DE ANDA, BRENDA	V6414700	5220	87.77	00195571
DEL SOL SCHOOL	V6411308	5860	4,432.00	00195255
DEMCO INC	V6401318	4320	417.23	00195572
DIGITAL PERFORMANCE GEAR	V6415499	4410	3,360.00	00195618
DIOSDADO, ALEJANDRA HERNANDEZ	V6415270	5210	1,614.73	00195306
DONALD KROTEE PARTNERSHIP INC	V6413265	6212	2,863.47	00195713
DUNN EDWARDS PAINTS	V6401448	4355	82.50	00195343
DUONG, TULINH	V6415547	5210	1,000.00	00195344
ECE 4 AUTISM	V6415157	5860	10,055.40	00195256
ECONO FENCE INC	V6408188	5610	4,535.00	00195408
			5,946.80	00195573
ECONOMY RENTALS INC	V6401478	5620	1,607.58	00195345
			38.00	00195679
EDUCATION SUPPORT SERVICES	V6415540	4310	629.70	00195537

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
ELLIS, SEAN	V6415204	5210	989.62	00195494
ENCORE GAS AND SUPPLY	V6414377	4355	339.05	00195346
ESQUIVEL, KIMBERLY	V6415112	5220	143.41	00195619
EVOQUA WATER TECHNOLOGIES LLC.	V6408457	5610	632.60	00195409
EWING IRRIGATION PRODUCTS	V6401634	4347	337.86	00195347
			145.53	00195452
			320.99	00195680
FARMERS AND MERCHANTS BANK	V6412156	5880	13,773.79	00195620
FEDEX	V6401675	5910	71.51	00195199
			120.55	00195453
			101.88	00195714
FERGUSON ENTERPRISES INC	V6409823	4355	81.18	00195348
			81.21	00195538
			36.92	00195715
FISHER SCIENCE EDUCATION	V6401697	4310	144.94	00195307
FIVE STAR RUBBER STAMP INC	V6405116	4320	167.91	00195349
FLANAGAN, ZORAH	V6415008	5220	3.35	00195200
FLEET SERVICES INC	V6405625	4376	460.63	00195350
		4385	464.62	00195716
FLINN SCIENTIFIC INC	V6401708	4310	828.47	00195351
			1,291.22	00195717
		4410	1,417.97	00195717
FOLLETT CONTENT SOLUTIONS LLC	V6401726	4210	1,100.95	00195201
			799.90	00195283
			11.37	00195539
FOLLETT SCHOOL SOLUTIONS LLC	V6411526	4210	1,070.63	00195352
FONG, CATHY	V6408093	5210	1,000.63	00195621
FORD, TRAVIS	V6415122	5220	70.35	00195495
FOUNDATION BUILDING MATERIALS LLC	V6414185	4355	436.47	00195496
FUSION LEARNING INC	V6413641	5880	9,348.00	00195540
FUTURE SHREDDING INC	V6414221	5610	252.00	00195202
GALVEZ, MERCEDES	V6403083	5220	34.84	00195497
GANAHL LUMBER CO	V6401804	4310	135.66	00195308
			661.82	00195353
		4355	1,015.26	00195353
			136.11	00195410
			618.12	00195541
			2,185.06	00195574
GAS COMPANY, THE	V6404372	5510	5,872.87	00195411
GIAKOUMIS, SABINA	V6409517	5210	1,344.66	00195284
GIBSON, WILLIAM	V6414649	5220	116.91	00195203
GLASBY MAINTENANCE SUPPLY CO.	V6401863	4347	64.59	00195575
			166.48	00195718
GLOWFORGE INC	V6413341	4410	1,645.37	00195354
GOLDEN STATE PAVING CO INC	V6408228	5610	22,162.00	00195204
			22,162.00	00195622
GOLDEN STITCHES LLC	V6413077	4310	2,839.21	00195309
GOMEZ, LESLIE	V6413794	5210	70.23	00195205
GOPHER SPORTS EQUIPMENT	V6401902	4310	1,709.37	00195355
			8,695.04	00195576
		4410	4,384.07	00195576

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
GRAINGER	V6404982	4355	2,075.36	00195356
			92.13	00195412
			549.91	00195498
			275.78	00195577
			393.05	00195719
GRAYBAR ELECTRIC COMPANY	V6401918	4355	167.67	00195413
			103.31	00195542
GREAT SCOTT TREE SERVICE INC	V6412538	5610	7,630.00	00195285
			145.00	00195499
GREATER ANAHEIM SELPA	V6401927	5805	301,379.15	00195500
		5810	1,660.00	00195623
			1,160.00	00195720
		8311	255,738.09	00195286
GREGORY, NOAH	V6415548	5220	27.13	00195206
GUITAR CENTER STORES INC	V6401958	6490	16,835.39	00195501
			2,692.67	00195721
HAAF, ERIK	V6406556	8699	376.88	00195287
HALO BRANDED SOLUTIONS INC	V6410738	4310	1,989.72	00195578
HATZIS, PANAYIOTA	V6414839	5220	159.52	00195502
HEALTHY ADVENTURES FOUNDATION	V6412541	5810	4,507.91	00195357
HENDRICKSEN, KYLE	V6409024	5210	20.00	00195288
HERNANDEZ RAMOS, FERNANDO	V6414890	5220	38.86	00195722
HERNANDEZ, SERGIO	V6412011	5210	1,124.04	00195289
HOLLAR SPEECH & LANGUAGE SERVICES	V6414936	5850	2,600.00	00195358
			2,600.00	00195414
HOME DEPOT CREDIT SERVICES	V6405234	4347	39.05	00195359
		4355	15.80	00195207
			793.42	00195359
			121.79	00195415
			18.32	00195454
			200.09	00195503
			35.53	00195543
			875.76	00195723
HOSKINSON, JESSICA	V6409614	4310	265.03	00195360
HOWARD INDUSTRIES	V6402088	4355	348.72	00195455
			96.98	00195724
HUISMAN, MATTHEW	V6408438	5220	11.39	00195504
ICS SERVICE CO.	V6406452	5610	850.00	00195579
IMAGE APPAREL FOR BUSINESS	V6402628	4345	372.31	00195310
			281.84	00195361
			809.82	00195416
			125.22	00195580
INDEPENDENT	V6413456	4320	1,670.00	00195208
INSTITUTE FOR EDUCATIONAL LEADERSHIP, THE	V6411932	5210	50.00	00195505
INTEGRATED PEST CONTROL MANAGEMENT INC.	V6415101	5610	2,625.00	00195725
INTERNATIONAL BACCALAUREATE ORGANIZATION	V6411389	5880	150.00	00195726
J AND A FENCE	V6409989	5610	13,250.00	00195727
J AND B MATERIALS	V6400875	4355	7,436.34	00195728

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
J.W. PEPPER AND SON INC.	V6402214	4310	170.69	00195209
			176.16	00195290
			2,842.42	00195311
			343.72	00195417
			236.40	00195456
			546.44	00195581
			59.99	00195729
JHM SUPPLY INC.	V6411647	4347	1,882.84	00195362
			962.51	00195418
			183.72	00195457
			499.23	00195506
			603.84	00195544
			656.09	00195730
JM AND J CONTRACTORS	V6410460	5610	8,200.00	00195624
			3,760.00	00195731
JOHNSON FLOORING INC	V6413878	5610	4,500.00	00195363
JOHNSTONE SUPPLY	V6402415	4355	176.55	00195732
JOJOLA, TERESA	V6412951	5210	190.77	00195625
JONES, JASON	V6406666	5220	22.24	00195626
JUNIOR LIBRARY GUILD	V6402477	5880	743.48	00195419
JUSTICE TESTING	V6413455	5610	150.00	00195291
KARAPOULIOS, ELENI	V6406815	4390	425.52	00195458
KAREN CLARK YAMAMOTO	V6402498	5210	429.96	00195292
KENDALL SIGN INC	V6415480	5610	3,792.00	00195210
KLATZKER, DANIEL	V6411683	5210	1,633.21	00195627
KNEPP, AMANDA	V6413870	5220	63.65	00195582
			67.00	00195733
LABELL EXCHANGE	V6412680	5918	777.70	00195734
LAGUNA CLAY CO.	V6402645	4310	510.41	00195293
			4,233.55	00195459
LANGUAGE NETWORK INC	V6409301	5810	1,528.00	00195364
			2,589.28	00195545
			602.00	00195735
LARA, JOSE	V6413230	5210	2,042.13	00195628
LARA, PAOLA	V6415555	5220	16.41	00195460
			1.01	00195736
LATINX PARENTING LLC	V6415535	5210	1,788.00	00195420
LINK, TOM E.	V6410795	5220	145.65	00195507
LIZARRAGA MIRALDA, RAQUEL	V6413314	5220	52.93	00195737
LOGAN RIVER ACADEMY	V6409188	5860	13,713.14	00195546
MACKIN LIBRARY MEDIA	V6402903	4310	2,027.01	00195421
MAGUIRE, CHRISTINA	V6413239	5210	1,561.80	00195629
MALMBORG, DEBRA	V6406181	8699	588.16	00195294
MAMACITA LAUNDRY LLC	V6415136	5560	1,280.10	00195365
MANUELA, ELIZABETH	V6415556	5220	7.04	00195461
MARKERTEK VIDEO SUPPLY	V6402990	6490	4,033.08	00195583
MATSUDA, MICHAEL	V6403107	5210	40.00	00195295
MATTERHACKERS INC	V6413522	4310	1,659.57	00195312
MATTHEW AND KELSI BIOLCHINO	V6413907	5880	1,920.00	00195738
MATTHEW GAWRONSKI MUSIC	V6415538	4310	295.00	00195366

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
MC FADDEN DALE HARDWARE CO	V6403056	4355	472.62	00195367
			43.22	00195422
			806.60	00195462
			92.58	00195508
			167.07	00195584
			221.75	00195739
MC KESSON MEDICAL SURGICAL INC.	V6403060	9320	94.13	00195585
MC LOGAN SUPPLY COMPANY	V6403049	4310	401.17	00195368
MD INSTALLATIONS INT'L INC.	V6410469	5610	1,448.80	00195211
			1,965.00	00195423
MEJIA, YOLANDA	V6405136	5210	1,369.51	00195630
MICHAELS STORES INC & SUBS	V6414285	4310	152.97	00195369
MICROSOFT STORE	V6411263	4410	7,099.07	00195370
MIKE'S CUSTOM FLOORING INC	V6415260	5610	5,902.69	00195212
MISSION LINEN SUPPLY	V6411115	4388	156.18	00195296
			317.46	00195631
			156.18	00195740
MONTENEGRO, ROBERT	V6403968	3701	1,953.60	00195313
MORE PREPARED LLC	V6412204	4320	629.52	00195371
MORENO, LORENA	V6413094	4310	224.37	00195424
MOUNTAIN VALLEY CHILD AND FAMILY	V6415055	5860	57,829.00	00195425
MULTI HEALTH SYSTEMS INC	V6403217	4310	92,522.00	00195463
MUSIC AND ARTS CENTER	V6411397	4310	11.09	00195314
			1,476.90	00195372
			3,876.01	00195464
			47.33	00195509
			8,324.56	00195586
		4410	429.92	00195509
NASCO	V6403253	4310	140.00	00195213
			8,509.35	00195373
			2,443.08	00195465
			167.61	00195741
		4410	861.99	00195373
NATIS HOUSE	V6415253	5880	21,750.00	00195426
			11,600.00	00195547
			7,250.00	00195742
NAVARRO, MONICA	V6412545	5220	60.63	00195743
NGUYEN, CHINH	V6412608	5220	52.93	00195744
NIMCO	V6403365	4310	6,856.72	00195374
			350.19	00195587
			310.32	00195745
OC LAND MGMT SERVICE	V6405473	4347	782.27	00195510
OCDE	V6403452	5880	180.00	00195467
		7141	117,555.00	00195467
OES OFFICE FURNITURE	V6414677	4410	5,516.97	00195468
OFFICE DEPOT	V6403421	4310	125.90	00195469
			184.88	00195548
		4320	260.40	00195215
			54.94	00195375
			48.44	00195469
			98.17	00195589
ONE DAY SIGNS	V6405664	4355	681.52	00195470
OPTIMUM ENERGY DESIGN LLC	V6411411	5810	21,105.00	00195746
ORANGE COUNTY FARM SUPPLY	V6403455	4347	141.97	00195471

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
ORANGE COUNTY FIRE PROTECTION	V6403457	4355	374.43	00195472
ORANGE COUNTY PUBLIC SAFETY	V6411157	5810	23,000.00	00195298
O'REILLY AUTO PARTS	V6411401	4370	193.90	00195214
			131.87	00195297
			270.74	00195466
		4376	524.54	00195214
			1,697.01	00195466
			644.33	00195588
		4385	393.84	00195214
			944.14	00195466
		4387	32.31	00195466
PACIFIC COAST PROPANE LLC	V6414612	4383	31,748.28	00195473
			35,206.59	00195681
PALMER, DONALD	V6405811	5220	32.16	00195632
PARADIGM HEALTHCARE SERVICES LLC	V6403536	5810	11,985.59	00195427
			26,868.15	00195590
PARK, ESTHER	V6411350	5220	75.04	00195633
PARK, JULIA	V6414759	5220	52.93	00195257
PASCUAL MOLINA, YINNY	V6413764	5220	18.36	00195511
PATINO, REUBEN	V6403910	5220	71.56	00195216
PAVASARS, JOHN	V6408437	5220	204.69	00195428
PEGASUS BUILDING SERVICES COMPANY INC	V6415476	5810	9,000.00	00195429
PENNER PARTITIONS INC	V6403625	4347	106.44	00195747
		4355	77.58	00195376
PERALTA, BENJAMIN	V6415017	5220	53.26	00195682
PEREZ, DIANA	V6415554	5210	70.23	00195474
PEREZ, JACQUELYN	V6415080	5210	1,365.52	00195217
PERRUZZI, ANA	V6413667	5220	52.93	00195634
PEST OPTIONS INC	V6406848	5610	995.00	00195748
PHABSOMPHOU, CHRISTINA	V6415560	5210	462.66	00195512
PHOENIX HOUSE ORANGE COUNTY INC.	V6413639	5880	96,124.47	00195430
			27,600.00	00195635
PINNACLE PETROLEUM INC.	V6412426	4382	31,446.92	00195431
PITNEY BOWES	V6403677	6490	9,059.28	00195315
POOLEY, MICHAEL	V6411694	4310	357.72	00195683
PORTVIEW PREPARATORY INC.	V6411850	5860	17,956.36	00195513
PRAXIS LEAD EQUITY LLC	V6415142	5210	2,500.00	00195591
PRECISION DYNAMICS CORP.	V6409335	4320	899.72	00195684
PRINGLES DRAPERIES AND BLINDS	V6405953	4355	85.64	00195377
			1,874.85	00195749
		5610	336.00	00195749
PROFESSIONAL GLASS	V6413762	4355	1,529.50	00195378
			620.01	00195685
PROFESSIONAL TURF SPECIALTIES INC	V6407397	5610	4,550.00	00195316
PROMAXIMA MANUFACTURING LTD	V6406754	4310	1,889.13	00195686
PROVO CANYON SCHOOL	V6406450	5860	14,971.00	00195379
			15,530.00	00195514
QUILL CORP.	V6403807	4310	683.82	00195218
			477.60	00195636
RABBIT LASER USA LLC	V6412226	5880	930.00	00195258
RACHLIN PARTNERS	V6414596	6212	4,800.00	00195750
RAMIREZ, MARIA T.	V6412066	5220	123.28	00195637

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
REFRIGERATION SUPPLIES DIST.	V6403873	4355	468.68	00195380
			2,366.44	00195515
			387.69	00195751
REHABMART LLC	V6413926	4320	260.68	00195516
RELIABLE SHEET METAL WORKS	V6403891	4355	3,525.58	00195687
RENTERIA PAEZ, KAREN P.	V6413324	5210	70.23	00195219
REPUBLIC SERVICES OF SO. CALIFORNIA	V6410174	5580	4,861.50	00195475
			1,813.29	00195688
REVOLVING CASH FUND	V6405190	4310	33.57	00195317
		4347	11.63	00195317
		5210	55.00	00195317
		5880	5,826.00	00195317
		8699	-1,672.70	00195317
RIDDELL ALL AMERICAN	V6403939	4310	9,139.33	00195220
		5630	6,079.71	00195592
RIVERSIDE INSIGHTS	V6413468	4310	674.04	00195517
			481.87	00195638
RODARTE, JACQUELINE	V6413086	5210	754.43	00195689
RODRIGUEZ VALLS, DR. FERNANDO	V6412404	5805	3,750.00	00195593
RODRIGUEZ, ANDREA	V6414660	5210	60.00	00195752
		5220	35.64	00195381
RODRIGUEZ, YVONNE	V6405150	5220	93.80	00195639
ROSEBURROUGH TOOL CO. INC	V6404014	4355	1,233.66	00195753
ROSSIER PARK ELEMENTARY SCHOOL	V6404020	5860	14,987.06	00195259
			1,887.39	00195382
ROSSIER PARK JR SR HIGH SCHOOL	V6411451	5860	11,056.29	00195260
			531.44	00195518
RUSSELL, JEFFREY	V6407882	5220	124.29	00195640
RWC INTERNATIONAL LTD	V6414635	4376	2,768.42	00195432
		4385	1,514.19	00195261
			1,308.98	00195432
			713.09	00195641
S.C. SIGNS AND SUPPLIES LLC	V6410977	4355	159.47	00195642
			257.31	00195754
SAFETY KLEEN SYSTEMS INC.	V6404072	5610	75.00	00195221
			372.00	00195594
SANCHEZ, XITLALY	V6415053	5210	334.15	00195690
SCHOOL PAPER EXPRESS	V6413711	4310	413.00	00195433
SCHOOL SPECIALTY INC	V6404173	4310	1,002.19	00195262
			265.37	00195519
			429.86	00195643
		4410	991.27	00195262
SCHOOLS FIRST FCU	V6403419	3901	2,019.50	00195320
			2,019.50	00195321
			2,019.50	00195322
		3902	2,019.50	00195318
			2,019.50	00195319
SCREENFLEX PORTABLE PARTITIONS INC	V6413263	4410	5,462.12	00195222
SEAPERCH SAN DIEGO	V6412984	5880	45.00	00195383

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
SEHI COMPUTER PRODUCTS INC	V6404221	4310	19,592.35	00195323
			1,222,237.50	00195476
			33,599.34	00195549
			2,188.80	00195644
		4320	59.88	00195263
		4410	1,685.68	00195323
			1,255.00	00195476
		5880	2,400.00	00195549
SHAMROCK SUPPLY CO.	V6409920	9320	139.65	00195324
SIGLER INC., RUSSELL	V6410420	4355	124.54	00195264
			85.00	00195755
SITEONE LANDSCAPE SUPPLY LLC	V6414074	4347	1,475.49	00195223
SKETCHFORSCHOOLS PUBLISHING	V6414926	4310	1,446.87	00195224
SKYFIT TECH INC	V6411219	5610	656.74	00195325
SMITH, MALINDA	V6415110	5220	27.14	00195434
			43.55	00195645
SOCALGRAD	V6411708	4310	304.11	00195384
		4320	956.28	00195595
			7,558.83	00195646
			3,802.50	00195691
SOCIAL THINKING PUBLISHING	V6409144	4210	68.73	00195520
SOSA, KANDYCE	V6413144	5220	79.73	00195435
SOTO, ADRIANA	V6415014	5210	60.00	00195477
SOULLAND LAB INC	V6415534	5620	3,185.00	00195265
SOUTHERN CALIFORNIA EDISON CO.	V6404370	5520	104,102.97	00195596
SOUTHERN COUNTIES LUBRICANTS LLC	V6414034	4384	3,451.68	00195225
SOUTHWEST SCHOOL AND OFFICE SUPPLY	V6404383	4310	2,153.49	00195597
		4320	560.17	00195266
			201.40	00195521
			633.86	00195597
SPECTRUM SECURITY GROUP	V6414509	4410	2,578.35	00195522
		5610	1,200.00	00195522
SPORTS FACILITIES GROUP INC	V6410318	4355	222.20	00195226
		4410	1,799.43	00195326
		5610	2,699.00	00195326
STAPLES ADVANTAGE	V6410116	4310	423.21	00195267
			10.76	00195523
			4,291.86	00195598
		4320	173.47	00195267
STATE OF CALIFORNIA	V6404447	5610	350.00	00195599
STECHER, ANGELA	V6412631	5220	199.79	00195478
STEMFINITY LLC	V6415544	4310	3,086.58	00195327
STENBERG, SAMANTHA	V6414933	5220	60.64	00195268
STEVE WEISS MUSIC	V6410268	4310	905.10	00195647
SUNBELT RENTALS INC.	V6405959	5620	35.31	00195479
SUPPLYMASTER	V6404538	4310	936.13	00195600
SWITZER, MICHAEL	V6411497	5220	66.13	00195648
TEACHER'S DISCOVERY	V6404620	4210	362.75	00195227
TEAMCIVX LLC	V6415121	5810	6,500.00	00195228
TERRE HRADNANSKY AND	V6415227	5880	3,970.32	00195436
TFD UNLIMITED LLC	V6413781	4310	1,066.73	00195649
THE UPWARD BOUND SCHOOL INC.	V6415298	5860	6,400.00	00195269
THOMPSON BUILDING MATERIALS	V6404717	4347	191.15	00195229
THOMSON REUTERS WEST	V6407958	5880	161.00	00195328

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
TOLEDO PHYSICAL EDUCATION SUPPLY	V6404740	4310	611.66	00195524
TRAN, THAO	V6412446	5220	67.00	00195650
TRILLIUM USA COMPANY LLC	V6414462	4383	2,583.61	00195230
			851.91	00195437
			2,047.87	00195480
			2,405.69	00195756
TRUCK PRO PTO SALES CORPORATION	V6403784	4370	852.09	00195601
		4385	1,242.53	00195231
			124.48	00195385
TUPARAN, LUIS	V6410822	5220	173.33	00195438
TURF STAR INC	V6404805	4347	36.41	00195481
			111.53	00195602
TURNING WINDS	V6415541	5860	33,400.00	00195232
			18,150.00	00195270
U S BANK	V6406511	4310	5,413.59	00195550
		4320	7,561.75	00195550
		4390	5,952.63	00195550
		5210	22,800.74	00195550
U S POSTAL SERVICE	V6404814	5910	1,353.80	00195271
UCI REGENTS	V6405632	5805	25,080.00	00195603
UNION AUTO SERVICE CENTER	V6404840	4370	1,827.76	00195604
		5610	1,163.00	00195604
UNITED RENTALS	V6404854	5620	1,474.02	00195692
US AIR CONDITIONING DISTRIBUTORS	V6404317	4355	1,616.25	00195386
US GAMES	V6404813	4310	1,301.52	00195272
USA SCIENTIFIC INC	V6415511	4310	198.38	00195233
VALLEY VISTA SERVICES INC	V6411966	5580	8,537.54	00195234
VARITRONICS	V6415510	4310	1,259.80	00195525
VAZQUEZ, LIZBETH SEGURA	V6412067	5220	64.99	00195651
VELAZQUEZ, ADRIANA	V6415549	5210	132.92	00195235
VEX ROBOTICS INC	V6410612	4310	5,556.26	00195387
		4410	2,240.96	00195526
VILDOSOLA, PATRICIA	V6413267	5220	87.77	00195652
VILLALUZ, MAHOGANY	V6414893	5220	6.70	00195653
VISION COMMUNICATIONS CO.	V6404955	4320	1,987.99	00195236
		5610	377.16	00195236
VISTA PAINT CORPORATION	V6404961	4355	102.79	00195757
VOYAGER SOPRIS LEARNING INC.	V6414160	4210	49.56	00195273
WALTERS WHOLESALE ELECTRIC CO	V6409053	4355	659.51	00195388
			253.54	00195693
		4410	1,155.08	00195527
WARD'S NATURAL SCIENCE EST	V6404999	4310	1,047.07	00195528
WATERLINE TECHNOLOGIES INC.	V6403700	4355	5,244.34	00195482
			810.28	00195605
			1,659.89	00195758
WATSON, JEFF	V6408981	5210	1,269.68	00195759
WAXIE SANITARY SUPPLY	V6405008	4347	95.68	00195389
WEINRAUB, ERIKA	V6414375	5220	37.99	00195654
WENGER CORP	V6405024	4310	3,961.13	00195529
		4410	20,609.05	00195237
WEST SHIELD ADOLESCENT SERVICE	V6405037	5880	3,953.25	00195390
			9,184.30	00195694
WESTCOR ENVIRONMENTAL INC	V6412893	5610	18,397.00	00195655

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
WESTERN PROPANE SERVICES INC	V6414407	4383	101.55	00195439
			131.33	00195530
WESTERN PSYCHOLOGICAL SERVICES	V6405047	4310	16,994.36	00195656
		4320	1,699.43	00195656
WILSON LANGUAGE TRAINING	V6405084	4310	740.80	00195238
WINZER	V6412060	4375	723.97	00195391
			642.73	00195440
WOLVERINE SPORTS	V6405099	4410	1,992.88	00195239
WOODWIND AND BRASSWIND	V6405104	4310	636.80	00195760
WORLD GLOBES AND MAPS	V6415529	4310	394.45	00195657
WRS GROUP LTD.	V6402013	4310	393.33	00195392
YI, ERIKA	V6415550	5210	1,052.77	00195240
YOUTH CARE OF UTAH INC	V6414051	5860	20,200.00	00195393
GENERAL FUND (0101)			**4,489,869.71**	
BECK'S CONSTRUCTION SERVICE	V6415291	6291	12,257.00	00195761
CONSTRUCT 1 ONE CORP	V6415278	6270	593,305.92	00195606
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	287,382.50	00195762
DIVISION OF THE STATE ARCHITECT	V6411414	6210	500.00	00195607
DMC ENGINEERING	V6406485	6209	6,348.42	00195763
ENCORP	V6409154	6250	3,136.00	00195241
GHATAODE BANNON ARCHITECTS	V6408656	6212	18,404.55	00195781
JOHNSON FAVARO	V6412904	6212	28,655.30	00195764
RUHNAU CLARKE ARCHITECTS	V6412249	6212	22,515.50	00195765
SGH ARCHITECTS	V6414521	6212	8,506.50	00195766
TIME AND ALARM SYSTEM	V6404729	6460	14,965.69	00195767
VITAL INSPECTION SERVICES INC	V6412251	6291	28,875.00	00195768
GOB ELECTION SERIES 2019 FUND (2127)			**1,024,852.38**	
ALL AMERICAN INSPECTION INC	V6400156	6291	2,750.00	00195242
BECK'S CONSTRUCTION SERVICE	V6415291	6291	5,047.00	00195769
CULVER NEWLIN	V6411589	4310	33,119.76	00195770
		4410	25,269.64	00195770
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	2,970.00	00195771
DLR GROUP INC	V6414501	6212	102.50	00195772
SHELF MASTER INC.	V6411484	6445	2,873.70	00195695
WESTGROUP DESIGNS	V6409776	6212	5,644.00	00195773
CAPITAL FACILITIES FUND (2525)			**77,776.60**	
BECK'S CONSTRUCTION SERVICE	V6415291	6291	3,708.00	00195774
J AND A FENCE	V6409989	6126	7,378.75	00195608
VITAL INSPECTION SERVICES INC	V6412251	6291	14,385.00	00195775
CAPITAL FACILITIES RDA FUND (2545)			**25,471.75**	
ASPHALT FABRIC AND ENGINEERING INC	V6414727	6270	1,168,784.04	00195609
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	41,085.00	00195776
RACHLIN PARTNERS	V6414596	6212	4,752.00	00195777
VITAL INSPECTION SERVICES INC	V6412251	6291	9,660.00	00195778
SPECIAL RESERVE FUND (4040)			**1,224,281.04**	

VENDOR NAME	VENDOR ID	OBJECT	TOTAL AMT	CK#
AUHSD	V6400400	5890	1,221.58	00195274
WORKERS COMPENSATION FUND (6768)			**1,221.58**	
AUHSD	V6400400	5891	1,003,261.77	00195394
			823,994.32	00195551
		5895	432,706.62	00195394
			324,285.46	00195551
CALIFORNIA SCHOOLS DENTAL COALITION	V6405368	5892	223,427.00	00195243
EXPRESS SCRIPTS INC.	V6410974	5895	36.35	00195244
			26,428.32	00195483
			4,045.60	00195779
GALLAGHER BENEFIT SERVICES INC.	V6408675	5812	11,250.00	00195780
LINCOLN LIFE ASSURANCE COMPANY OF BOSTON	V6413790	5462	19,705.14	00195245
HEALTH AND WELFARE INSURANCE FUND (6769)			**2,869,140.58**	
GRAND TOTAL ALL FUNDS			**9,712,613.64**	

ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB SUMMARY OF CASH BALANCES
Mar-24

School Name	Prior Month Total	Current Month			
		Checking	Petty Cash / Change Fund	Savings	Total
Anaheim	428,930.34	407,612.20	1,000.00	57,063.03	465,675.23
Western	418,377.47	258,230.15	1,275.00	132,786.88	392,292.03
Magnolia	153,924.32	152,117.19	700.00	-	152,817.19
Savanna	111,503.20	105,740.78	500.00		106,240.78
Loara	284,269.58	216,440.02	800.00	38,087.12	255,327.14
Katella	337,115.09	310,153.39	2,100.00	-	312,253.39
Kennedy	407,759.90	421,409.03	1,300.00		422,709.03
Cypress	864,041.20	866,432.72	1,700.00		868,132.72
Brookhurst	24,757.93	15,118.36	180.00		15,298.36
Orangeview	15,789.69	17,835.04			17,835.04
Walker	66,040.13	54,052.33			54,052.33
Dale	56,985.19	58,166.71	200.00		58,366.71
Sycamore	25,676.12	17,787.74			17,787.74
Ball	16,123.14	18,339.51			18,339.51
South	69,447.33	71,536.87			71,536.87
Oxford	661,870.56	635,495.45	260.00		635,755.45
Lexington	90,177.75	97,512.13			97,512.13
Hope	69,394.28	77,322.20			77,322.20
Gilbert	40,977.27	38,044.56			38,044.56
Cambridge	7,087.77	6,289.77			6,289.77
Total	4,150,248.26	3,845,636.15	10,015.00	227,937.03	4,083,588.18

Anaheim Union High School District

Cafeteria Fund

Financial Statements

February 2024

Balance Sheet

Anaheim Union High School District

02/29/2024

Account Number	Description	
Asset	**Assets**	
CASH		
9120	Cash-Checking	$14,022,955.49
9122	Change Fund	$5,650.00
Total CASH		$14,028,605.49
RECEIVABLE		
9210	A/R - Current	$921,084.83
9280	A/R - State	$2,207,147.12
9290	A/R - Federal	$3,890,064.04
Total RECEIVABLE		$7,018,295.99
INVENTORIES		
9321	Food	$370,970.92
9323	Supplies	$220,859.27
Total INVENTORIES		$591,830.19
Total Asset		**$21,638,731.67**
Liability	**Liabilities and Fund Balance**	
LIABILITIES		
9510	A/P - Current	$2,766,367.79
9580	Sales Tax Liability	$1,590.63
9599	Purchases Clearing	$0.00
9650	Deferred Revenue	$157,927.13
Total LIABILITIES		$2,925,885.55
Total Liability		**$2,925,885.55**
Fund Balance	**Liabilities and Fund Balance**	
FUND BALANCE		
9780	Fund Balance: Central Kitchen	$2,799,332.90
9798	Fund Balance	$10,908,297.05
Total FUND BALANCE		$13,707,629.95
Total Fund Balance		**$13,707,629.95**
Current Year Profit (Loss)		**$5,005,216.12**
Total Liabilities and Fund Balance		**$21,638,731.62**

Show all data

Statement of Revenue and Expense

Anaheim Union High School District

	Period 8 Ending in 02/29/2024				Period 8 Ending in 02/28/2023			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8635	$46,438.49	1.40%	$335,813.84	1.44%	$48,830.99	1.59%	$379,191.25	1.88%
A La Carte Sales								
8636	$62.69	0.00%	$513.01	0.00%	$26.00	0.00%	$204.70	0.00%
Adult Rev. - Breakfast								
8637	$511.01	0.02%	$5,052.47	0.02%	$676.06	0.02%	$4,884.40	0.02%
Adult Rev. - Lunch								
Local Revenue	**$47,012.19**	**1.42%**	**$341,379.32**	**1.47%**	**$49,533.05**	**1.61%**	**$384,280.35**	**1.90%**
Federal Reimbursements								
8200	$412,166.22	12.41%	$2,522,680.36	10.85%	$340,486.10	11.06%	$2,178,069.34	10.78%
Federal Meal Revenue-Breakfast								
8220	$1,648,829.25	49.63%	$10,401,016.90	44.74%	$1,594,711.08	51.78%	$10,321,078.21	51.06%
Federal Meal Revenue-Lunch								
8290	$23,564.97	0.71%	$1,513,057.33	6.51%	$102,000.60	3.31%	$602,274.96	2.98%
Misc Federal Revenue-Snack								
Federal Reimbursements	**$2,084,560.44**	**62.74%**	**$14,436,754.59**	**62.10%**	**$2,037,197.78**	**66.15%**	**$13,101,422.51**	**64.82%**
State Reimbursements								
8500	$287,605.21	8.66%	$1,760,342.85	7.57%	$221,378.90	7.19%	$1,410,405.77	6.98%
State Meal Revenue-Breakfast								
8520	$895,690.04	26.96%	$6,635,227.89	28.54%	$767,757.13	24.93%	$4,950,363.14	24.49%
State Meal Revenue-Lunch								
8590	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%	$274,166.05	1.36%
Misc State Revenue								
State Reimbursements	**$1,183,295.25**	**35.62%**	**$8,395,570.74**	**36.12%**	**$989,136.03**	**32.12%**	**$6,634,934.96**	**32.83%**
Other Revenue								
8638	$0.28	0.00%	($510.28)	0.00%	($210.04)	-0.01%	($1,157.71)	-0.01%
Cash Over & Short								
8699	$7,517.08	0.23%	$72,624.65	0.31%	$3,841.30	0.12%	$93,152.06	0.46%
Spec Activity/Cater								
Other Revenue	**$7,517.36**	**0.23%**	**$72,114.37**	**0.31%**	**$3,631.26**	**0.12%**	**$91,994.35**	**0.46%**
Total Revenue	**$3,322,385.24**	**100.00%**	**$23,245,819.02**	**100.00%**	**$3,079,498.12**	**100.00%**	**$20,212,632.17**	**100.00%**
Expense								
Food Purchases & Govnmt								
4700	$1,104,317.78	33.24%	$6,190,043.24	26.63%	$987,477.61	32.07%	$5,815,297.73	28.77%
Food Purchases								
4701	$28,705.21	0.86%	$614,748.04	2.64%	$0.00	0.00%	$0.00	0.00%
Food Purchases - SFBP								
Food Purchases & Govnmt	**$1,133,022.99**	**34.10%**	**$6,804,791.28**	**29.27%**	**$987,477.61**	**32.07%**	**$5,815,297.73**	**28.77%**
Supplies								
4300	$14,461.15	0.44%	$169,191.60	0.73%	$23,652.05	0.77%	$214,087.73	1.06%
Materials & Supplies								
4400	$4,567.10	0.14%	$58,941.45	0.25%	$2,517.47	0.08%	$100,482.16	0.50%
Noncapitalized Equipment-Over $500								
4790	$95,120.62	2.86%	$696,317.67	3.00%	$123,729.30	4.02%	$635,295.68	3.14%
Supplies (Food)								
Supplies	**$114,148.87**	**3.44%**	**$924,450.72**	**3.98%**	**$149,898.82**	**4.87%**	**$949,865.57**	**4.70%**
Salaries								
2200	$885,081.31	26.64%	$5,744,076.58	24.71%	$830,766.30	26.98%	$5,460,041.77	27.01%
Classified Salaries								

Statement of Revenue and Expense

Anaheim Union High School District

	Period 8 Ending in 02/29/2024				Period 8 Ending in 02/28/2023			
	Monthly	%	YTD	%	Monthly	%	YTD	%
2300	$40,496.17	1.22%	$322,272.36	1.39%	$40,060.17	1.30%	$299,157.86	1.48%
Class.Sup/Admin Salaries								
2400	$48,150.72	1.45%	$335,972.26	1.45%	$41,830.86	1.36%	$305,538.51	1.51%
Clerical/Office Salaries								
Salaries	**$973,728.20**	**29.31%**	**$6,402,321.20**	**27.54%**	**$912,657.33**	**29.64%**	**$6,064,738.14**	**30.00%**
Benefits								
3202	$204,364.57	6.15%	$1,365,179.80	5.87%	$181,214.94	5.88%	$1,210,288.98	5.99%
PERS, Classified Position								
3302	$73,380.69	2.21%	$481,698.82	2.07%	$68,951.92	2.24%	$458,186.60	2.27%
OASD/MED/Classified Position								
3402	$215,131.67	6.48%	$1,607,251.16	6.91%	$200,338.64	6.51%	$1,513,542.17	7.49%
Hlth/Welfare, Classified								
3502	$485.02	0.01%	$3,175.88	0.01%	$4,589.95	0.15%	$30,378.87	0.15%
SUI, Classified Position								
3602	$24,011.29	0.72%	$157,999.43	0.68%	$23,421.90	0.76%	$155,202.68	0.77%
Workers Comp, Classified								
Benefits	**$517,373.24**	**15.57%**	**$3,615,305.09**	**15.55%**	**$478,517.35**	**15.54%**	**$3,367,599.30**	**16.66%**
Other Expenses								
5200	$786.15	0.02%	$15,955.84	0.07%	$2,604.67	0.08%	$13,036.59	0.06%
Travel & Conference								
5500	$78,501.30	2.36%	$163,427.51	0.70%	$86,223.86	2.80%	$191,006.98	0.94%
Operation & Housekeeping								
5600	$4,217.64	0.13%	$21,251.21	0.09%	$15,360.27	0.50%	$78,506.59	0.39%
Rental/Lease/Repair								
5800	$145,648.57	4.38%	$154,194.96	0.66%	$9,764.89	0.32%	$39,884.63	0.20%
Prof. Consult Service/Other Operating Exp								
5900	$40.71	0.00%	$230.51	0.00%	$48.06	0.00%	$88.65	0.00%
Fax, Pager, Postage								
7350	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%	$10,048.83	0.05%
Dir/Ind Supp. Intf								
Other Expenses	**$229,194.37**	**6.90%**	**$355,060.03**	**1.53%**	**$114,001.75**	**3.70%**	**$332,572.27**	**1.65%**
Capital Outlay								
6500	$47,956.67	1.44%	$138,674.58	0.60%	$0.00	0.00%	$35,204.08	0.17%
Equipment- Over $5000								
Capital Outlay	**$47,956.67**	**1.44%**	**$138,674.58**	**0.60%**	**$0.00**	**0.00%**	**$35,204.08**	**0.17%**
Total Expense	**$3,015,424.34**	**90.76%**	**$18,240,602.90**	**78.47%**	**$2,642,552.86**	**85.81%**	**$16,565,277.09**	**81.96%**
Net Profit (Loss)	**$306,960.90**	**9.24%**	**$5,005,216.12**	**21.53%**	**$436,945.26**	**14.19%**	**$3,647,355.08**	**18.04%**

Show all data

ANAHEIM UNION HIGH SCHOOL DISTRICT

Business Division

2023/2024 MONTHLY ENROLLMENT REPORT

Month 9

04/01/24 to 04/26/24

SCHOOL	REGULAR DAY 9th	10th	11th	12th	Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
Anaheim	666	637	644	535	2,482	2	188	2,672
Cypress	606	658	657	595	2,516	-	84	2,600
Katella	570	577	559	557	2,263	1	160	2,424
Kennedy	459	497	491	481	1,928	1	66	1,995
Loara	355	363	351	326	1,395	-	105	1,500
Magnolia	407	367	372	352	1,498	1	125	1,624
Oxford	218	201	209	191	819	-	-	819
Savanna	321	395	393	382	1,491	-	73	1,564
Western	388	404	361	361	1,514	1	87	1,602
Total Comprehensive	**3,990**	**4,099**	**4,037**	**3,780**	**15,906**	**6**	**888**	**16,800**
Anahiem Independent Learning Center	-	3	20	125	148	-	1	149
Cambridge Virtual Academy	27	36	27	21	111	-	-	111
Cypress Satellite Independent Study	14	18	36	29	97	-	-	97
Gilbert High School	1	7	123	281	412	-	161	573
Katella Satellite Independent Study	10	19	32	17	78	-	-	78
Kennedy Satellite Independent Study	11	25	33	25	94	-	-	94
Nonpublic School	-	-	-	-	-	-	36	36
Polaris High School	19	28	38	23	108	-	-	108
Special Education Transition Program					-		167	167
Western Independent Learning Center	-	9	46	82	137			137
Total Alternative Ed	**82**	**145**	**355**	**603**	**1,185**	**-**	**365**	**1,550**
Hope	-	-	-	-	-	15	214	229
Total Senior High Schools	**4,072**	**4,244**	**4,392**	**4,383**	**17,091**	**21**	**1,467**	**18,579**

SCHOOL	REGULAR DAY 7th	8th	Subtotal	Hosp/Hm		SP ED		TOTAL STUDENTS
Ball	385	382	767	-		57		824
Brookhurst	341	374	715	-		50		765
Dale	510	481	991	-		54		1,045
Lexington	569	666	1,235	-		35		1,270
Orangeview	317	257	574	-		67		641
Oxford	229	226	455	1		-		456
South	583	564	1,147	-		63		1,210
Sycamore	613	554	1,167	2		80		1,249
Walker	422	400	822	-		36		858
Total Comprehensive	**3,969**	**3,904**	**7,873**	**3**		**442**		**8,318**
Cambridge Virtual Academy	24	25	49	-		-		49
Nonpublic School	-	-	-	-		17		17
Polaris High School	12	40	52	-		3		55
Total Alternative Ed	**36**	**65**	**101**	**-**		**20**		**121**
Total Junior High Schools	**4,005**	**3,969**	**7,974**	**3**		**462**		**8,439**

DISTRICT TOTAL	**27,018**

EXHIBIT BB

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2023/2024 MONTHLY ENROLLMENT REPORT

GROWTH vs. DECLINE - MONTH to MONTH COMPARISON
Month 9

HIGH SCHOOL	Month 8	Month 9	Growth v. (Decline)
Anaheim	2,669	2,672	3
Cypress	2,607	2,600	(7)
Katella	2,428	2,424	(4)
Kennedy	2,002	1,995	(7)
Loara	1,504	1,500	(4)
Magnolia	1,622	1,624	2
Oxford	821	819	(2)
Savanna	1,566	1,564	(2)
Western	1,599	1,602	3
Total Senior High	**16,818**	**16,800**	**(18)**

JUNIOR HIGH SCHOOL	Month 8	Month 9	Growth v. (Decline)
Ball	828	824	(4)
Brookhurst	766	765	(1)
Dale	1,047	1,045	(2)
Lexington	1,273	1,270	(3)
Orangeview	641	641	-
Oxford	457	456	(1)
South	1,209	1,210	1
Sycamore	1,250	1,249	(1)
Walker	855	858	3
Total Junior High	**8,326**	**8,318**	**(8)**
Total Comprehensive Schools	**25,144**	**25,118**	**(26)**

Alternative Education	Month 8	Month 9	Growth v. (Decline)
Anaheim Independent Learning Center	150	149	(1)
Cambridge Virtual Academy	151	160	9
Cypress Satellite Independent Study	100	97	(3)
Gilbert High School	574	573	(1)
Hope School	228	229	1
Katella Satellite Independent Study	85	78	(7)
Kennedy Satellite Independent Study	93	94	1
Nonpublic School	55	53	(2)
Polaris High School	158	163	5
Special Education Transition Program	167	167	-
Western Independent Learning Center	142	137	(5)
Total Alternative Ed.	**1,903**	**1,900**	**2**
District Total	**27,047**	**27,018**	**(29)**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2023/2024 MONTHLY ENROLLMENT REPORT

GROWTH vs. DECLINE - YEAR to YEAR COMPARISON
Month 9

HIGH SCHOOL	2022/23	2023/24	Growth v. (Decline)
Anaheim	2,747	2,672	(75)
Cypress	2,864	2,600	(264)
Katella	2,690	2,424	(266)
Kennedy	2,176	1,995	(181)
Loara	1,857	1,500	(357)
Magnolia	1,634	1,624	(10)
Oxford	808	819	11
Savanna	1,706	1,564	(142)
Western	1,661	1,602	(59)
Total Senior High	**18,143**	**16,800**	**(1,343)**

JUNIOR HIGH SCHOOL	2022/23	2023/24	Growth v. (Decline)
Ball	868	824	(44)
Brookhurst	973	765	(208)
Dale	1,010	1,045	35
Lexington	1,216	1,270	54
Orangeview	854	641	(213)
Oxford	467	456	(11)
South	1,422	1,210	(212)
Sycamore	1,332	1,249	(83)
Walker	994	858	(136)
Total Junior High	**9,136**	**8,318**	**(818)**

Total Comprehensive Schools	**27,279**	**25,118**	**(2,161)**

Alternative Education	2022/23	2023/24	Growth v. (Decline)
Anaheim Independent Learning Center	149	149	-
Cambridge Virtual Academy	214	160	(54)
Cypress Satellite Independent Study	-	97	97
Gilbert High School	558	573	15
Hope School	233	229	(4)
Katella Satellite Independent Study	59	78	19
Kennedy Satellite Independent Study	105	94	(11)
Nonpublic School	38	53	15
Polaris High School	96	163	67
Special Education Transition Program	167	167	-
Western Independent Learning Center	103	137	34
Total Alternative Ed.	**1,722**	**1,900**	**178**
District Total	**29,001**	**27,018**	**(1,983)**

FREIGHT FARMS

QUOTE

Quote No.	ANA_031824
Quote Date	3/18/2024
Quote Amount	$17,400.00

BILLED FROM

Freight Farms, Inc.
20 Old Colony Ave Suite 201
Boston, MA 02127

BILLED TO

Anaheim Union School District
Magnolia High School
2540 W. Ball Rd
Anaheim, CA

Description	QTY	TOTAL ESTIMATED PRICE (USD)
Greenery S Trucking	1	$11,400.00
Greenery S Offload	1	$6,000.00

Sub Total	$17,400.00
Sales Tax	$0.00
ESTIMATED TOTAL (USD)	**$17,400.00**

PAYMENT TERMS

50% Due Upon Acceptance
50% Due Post Farm(s) Delivery

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th day of May 2024, between the Anaheim Union High School District ("District") and _Leadership Inspirations_ ("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 May 8, 2024 through August 31, 2024.

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 Four Hundred Twenty-Five (Per person) Dollars ($ 425.00/per person) for the one-day retreat and Eleven Thousand Dollars ($11,000) for up to 50 students for the AUHSD High School Training Day and 313 attendees for the AUHSD Junior High School Leadership Development Program, meal coordination, and the cost of meals for these programs. 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: Carlos Hernandez
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fried_ja@auhsd.us

Contractor
Leadership Inspirations
Attn: Kelly Ma
Street Address: PO Box 696
City State Zip: Yorba Linda, CA 92885
Phone: 714-933-6962
Email: kelly@leadershipinspirations.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Its: Assistant Superintendent, Ed. Division

Leadership Inspirations

Date: 04/02/2024

By:

Print Name: Kelly Ma

Its: Operations Coordinator

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:

Provide a 3-day, 2-night overnight Leadership Academy for each school's Leadership (ASB) to learn, grow and network with the other high schools in the district. Our custom curriculum helps groups to learn about themselves and learn to work better together. This is our 17th Leadership Academy. A sample schedule for a day at Leadership Academy is as follows:

7:30am-8:30am: Breakfast (Dining Commons)

8:45am: School Session

11:30am-12:30pm: Lunch (Dining Commons)

12:45pm: School Session

3:45pm: Networking

5:00pm-6:45pm: Dinner (Dining Commons)

7:00pm: School Session

9:15pm: Dorm Social

10:30pm: Lights Out

Contractor shall also provide:

A custom four hour leadership program for AUHSD high school students for up to 50 attendees and a custom five hour program for AUHSD junior high school students for up to 313 attendees.

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, ___Kelly Ma_____, am the _____Operations Coordinator____ of _____Leadership Inspirations___,
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:

Kim Hayashi, Kelly Ma	
To be determined	

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 _Brea____, California on ___04/02/24__.

Date

Signature

Kelly Ma
Typed or Printed Name

Operations Coordinator
Title

Leadership Inspirations
Name of Contractor

PO Box 696, Yorba Linda, CA 92885
Address

714-933-6962
Telephone Number

COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2024-2029

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as "Agreement" between North Orange County Community College District (NOCCCD) on behalf of Cypress and Fullerton Colleges hereinafter known as "COLLEGE" and Anaheim Union High School District hereinafter known as "SCHOOL DISTRICT".

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the North Orange County Community College District; and

WHEREAS, the COLLEGE and the SCHOOL DISTRICT have established a successful history of collaboration and mutual support to provide students and local communities with exceptional educational programs and activities; and

WHEREAS, the SCHOOL DISTRICT continues to find ways to broaden advanced educational opportunities for students including college preparatory and college credit courses; and desires to expand dual enrollment opportunities for students; and

WHEREAS, the COLLEGE is willing to offer college courses at the SCHOOL DISTRICT high school campuses which will benefit SCHOOL DISTRICT students by providing a convenient location and schedule; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4 and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OFAGREEMENT

1.1. The term of this CCAP Agreement shall be for five years beginning on July 1, 2024, and ending on

June 30, 2029, and requires entering into a new agreement every five years by July 1, unless otherwise terminated in accordance with Section 22 of this Agreement.

a. This agreement may be terminated by either Party, acting with or without cause, upon giving at least ninety (90) days prior written notice to the other Party except that any Student already assigned to and accepted by the COLLEGE shall be allowed to complete any in-progress practicum assignment at the COLLEGE.

b. In the event of a material breach of this Agreement, the aggrieved party may terminate this Agreement by giving thirty (30) days' prior written notice of termination to the breaching party. If the breach is not cured, the Agreement shall terminate at the end of the thirty-day period.

c. This Agreement shall immediately terminate if any parties' licenses, accreditations, or certifications required for the Program are terminated, revoked, reduced, or any type of disciplinary action is taken against the party by any accreditation or regulatory agency.

1.2. This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

1.3. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)

1.4. A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)

1.5. COLLEGE and SCHOOL DISTRICT shall present this CCAP agreement at a public meeting of their respective governing boards, allowing for public comments prior to consideration for approval of this CCAP agreement.

2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS

2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of NOCCCD and applicable law. Sec. 2 (a)

2.2. Consistent with AB 288, this CCAP Agreement is entered "for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving

high school graduation rates, or helping high school pupils achieve college and career readiness". Sec. 2 (a)

2.3. High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011. Students will not be required to pay the health fee; however, SCHOOL DISTRICT will be expected to provide appropriate health support to students.

2.4. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1. Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness". Sec. 2 (a)

3.2. Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria will be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall comply with applicable law and NOCCCD standards and policies.

3.3. College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall comply with the admissions and registration guidelines set forth in applicable law and NOCCCD policy.

3.4. Student Records - It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

3.5. Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is at least equivalent to the priority assigned to a pupil attending a middle college high school as described in Section 11300 and consistent with middle college high school provisions in Education Code Section 76001. Sec. 2 (g)

3.6. As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

3.7. Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(l)(2)(3):

a. The units constitute no more than four community college courses per term.

b. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.

c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

3.8. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

4.1. The COLLEGE will be responsible for processing student applications.

4.2. The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.

4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (t)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

5.2. The cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement.

5.3. Both COLLEGE and SCHOOL DISTRICT will ensure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring.)

5.4. Both COLLEGE and SCHOOL DISTRICT will be jointly responsible for providing matriculation services for students enrolling in the dual enrollment program classes.

5.5. All SCHOOL DISTRICT students must be fully matriculated to the college prior to taking COLLEGE courses including application, assessment, and orientation.

5.6. Dual enrollment students will have access to COLLEGE services such as the library, tutoring,

student I.D. cards (small fee), etc.

5.7. Student identification, recruitment, and selection into the dual enrollment program will be the responsibility of both the COLLEGE and SCHOOL DISTRICT

6. CCAP AGREEMENT COURSES

6.1. A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

6.2. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

6.3. The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE in consultation with the SCHOOL DISTRICT and with the approval of the COLLEGE Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(l)

6.4. Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly selected and approved.

6.5. COLLEGE courses offered at SCHOOL DISTRICT sites will adhere to COLLEGE scheduling practices and the annual academic calendar.

6.6. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall comply with NOCCCD academic standards.

6.7. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations course descriptions, numbers, titles, and credits. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.

6.8. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.

6.9. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes, and regulations.

6.10. Site visits and instructor evaluations by one or more representatives of the COLLEGE and shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement

in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with NOCCCD academic standards.

6.11. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with NOCCCD guidelines, policies, pertinent statutes, and regulations.

6.12. COLLEGE has the sole right to control and direct the instructional activities for all dual enrollment instructors, including those who are SCHOOL DISTRICT employees.

6.13. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11 , as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student' s junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

6.14. Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses that make up the programs must be part of the approved programs, or the college must have received delegated authority to separately approve those courses locally.

7. INSTRUCTOR(S)

7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.

7.2. NOCCCD will be the employer for all instructors teaching courses as part of this CCAP agreement.

7.3. This CCAP Agreement specifies the COLLEGE will assume reporting responsibilities pursuant to applicable federal teacher quality mandates of dual enrollment faculty. Sec. 2 (m)(2)

7.4. The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty being COLLEGE employees.

7.5. Faculty teaching COLLEGE courses offered as part of this CCAP Agreement shall, in collaboration between the COLLEGE and SCHOOL DISTRICT, provide the supervision and control reasonably necessary for the protection of the health and safety of students and Faculty may not have any other assigned duty during the instructional activity.

7.6. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of

California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.

7.7. Dual Enrollment COLLEGE faculty shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.

7.8. Dual Enrollment COLLEGE faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.

7.9. Faculty performance shall be evaluated by the COLLEGE for the college courses using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of NOCCCD.

7.10. The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel hired to be COLLEGE dual enrollment instructors remain employees of the SCHOOL DISTRICT and become an employee of NOCCCD only for the dual enrollment courses that they teach. They are subject to the authority of the SCHOOL DISTRICT but will also be subject to the authority of NOCCCD specifically regarding their duties as a dual enrollment instructor.

8. MATERIALS and TEXTBOOKS

8.1. The SCHOOL DISTRICT in collaboration with the COLLEGE will furnish all course materials, specialized equipment, books, and other necessary equipment for all CCAP SCHOOL DISTRICT students as part of this agreement. The instructor shall determine the type, make, and model of all instructional materials to be used during each course offered as part of this CCAP Agreement. The parties understand that such equipment and materials are the purchaser's sole property. Furthermore, the SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

8.2. The COLLEGE shall determine type, make, and model of all equipment, books, and materials to be used during each course offered as part of this CCAP Agreement. Textbooks, equipment, and materials purchased by the SCHOOL DISTRICT shall be adopted for a term no less than three years.

8.3. The COLLEGE and the SCHOOL DISTRICT agree to store textbooks and physical course materials purchased by either party at SCHOOL DISTRICT school sites and facilities and utilize SCHOOL DISTRICT library and logistic systems to catalog and distribute textbooks and materials.

8.4. Textbooks purchased by the COLLEGE will be transferred to the SCHOOL DISTRICT for cataloging and distribution to school sites with the understanding that unless otherwise indicated during transfer, they are still the purchaser’s sole property.

9. ASSESSMENT OF LEARNING AND CONDUCT

9.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

9.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.

9.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.

9.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

10. LIAISON AND COORDINATION OF RESPONSIBILITIES

10.1. The COLLEGE shall appoint an educational administrator, to be specified in the Appendix of this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)

10.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix of this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)

10.3. The COLLEGE shall designate a dual enrollment coordinator, to be specified in the Appendix of this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with NOCCCD policies and standards. Sec. 2 (c)(2)

10.4. The SCHOOL DISTRICT shall designate a dual enrollment coordinator, to be specified in the Appendix of this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2(c)(2)

10.5. The SCHOOL DISTRICT shall designate a dual enrollment coordinator access to student information system and allow for data sharing agreement. The dual enrollment coordinator will follow protocol and data sharing agreement guidelines provided by the SCHOOL DISTRICT.

10.6. The COLLEGE and SCHOOL DISTRICT dual enrollment coordinators will work together on the processes, procedures, and tracking mechanisms that will ensure compliance with dual

enrollment course policies, regulations, and standards, including the necessary qualifications and student documentation prior to students taking courses.

10.7. This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1) (A-D)

a. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)

b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)

c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)

d. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

11. APPORTIONMENT

11.1. COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

11.2. COLLEGE and SCHOOL DISTRICT both cannot receive funding for the same instructional activity for dual enrollment courses. For purposes of this CCAP Agreement, all apportionment is to be claimed by the COLLEGE.

11.3. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)

11.4. The attendance of a high school pupil at a community college as a special part- time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Sections 48802, 52621 and 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s) Standard FTES computation rules, support documentation, course selection tabulations, and record retention requirement continue to apply, including as prescribed by Education Code § EDC 76001.

12. CERTIFICATIONS

12.1. The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

12.2. NOCCCD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

12.3. The SCHOOL DISTRICT agrees and acknowledges that NOCCCD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

12.4. This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

12.5. This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

12.6. This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

12.7. The COLLEGE certifies that:

a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)

b. A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)

c. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

12.8. This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (1)

13. PROGRAM IMPROVEMENT

13.1. A joint COLLEGE and SCHOOL DISTRICT Dual Enrollment Committee will meet regularly to review the program and develop suggestions for improvement.

13.2. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and school counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

14.1. Permanent records of student enrollment, grades, and achievement for SCHOOL DISTRICT students enrolled as COLLEGE students shall be maintained by COLLEGE.

14.2. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14.3. COLLEGE shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.

14.4. Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must drop course(s) by published drop deadlines to avoid a "W" on their COLLEGE transcript.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

15.1. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

15.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. PRIVACY OF STUDENT RECORD

16.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of§ 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

16.2. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that they may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with their authority to access that information pursuant to Federal and State law, as may be as applicable.

(34 C.F.R.§ 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

16.3. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations§ 99.32 and under Education Code§ 49064 as applicable.

16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation.

17. FINANCIALS

17.1. Any financial arrangements implied herein may be adjusted annually by a duly adopted written Amendment to this CCAP Agreement.

18. FACILITIES

18.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to NOCCCD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

18.2. The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

19. INDEMNIFICATION

19.1. **Liability.** The Parties agree to allocate potential liability between themselves with the intent that the SCHOOL DISTRICT shall be responsible for the acts and omissions of its own employees, and NOCCCD shall be responsible for the acts and omissions of its own employees, as specifically set forth below in Section 19.2, Mutual Indemnification.

19.2. Mutual Indemnification

a. **NOCCCD Indemnity.** NOCCCD agrees to defend, indemnify and hold the SCHOOL DISTRICT its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of NOCCCD, its officers, agents or employees.

b. **SCHOOL DISTRICT Indemnity.** the SCHOOL DISTRICT agrees to defend, indemnify and hold the NOCCCD, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the SCHOOL DISTRICT its officers, agents or employees or students(s) or other third parties that may come on the SCHOOL DISTRICT campuses.

20. INSURANCE

20.1. Each Party, at its sole cost and expense, shall insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:

20.2. **General Liability**. General Liability Insurance (including broad form property damage and contractual liability) with limits of liability not less than two million dollars ($2,000,000) each occurrence, and five million dollars ($5,000,000) annual aggregate. Insurance afforded by the SCHOOL DISTRICT commercial, or self-insurance general liability policy shall be endorsed to provide coverage to NOCCCD as an additional insured.

20.3. **Automobile Liability Insurance** with a limit liability of not less than $1 million for each accident. Such insurance shall include coverage for all "owned," "hired," and "non- owned" vehicles, or coverage for "any auto."

20.4. **Workers Compensation**. Workers' Compensation coverage limits shall be as required under California State law.

20.5. **Additional Insurance**. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the SCHOOL DISTRICT and NOCCCD against other insurable risks relating to performance of this Agreement. The SCHOOL DISTRICT and NOCCCD may, in their own respective discretion obtain such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement.

a. **Abuse-Molestation Insurance.** A policy of abuse-molestation insurance ("Abuse Policy") that:

i. Is written on an "claims-made" basis;

ii. Has coverage limits of not less than $2,000,000 per occurrence and $5,000,000 aggregate;

iii. Provides coverage for direct and vicarious liability associated with sexual misconduct and other physical abuse, and for verbal, emotional, mental, and other non-physical abuse;

iv. Covers acts and omissions by, among others, the NOCCCD staff;

v. Provides coverage for the District prior to any determination that an accused abuser is guilty.

20.6. **Insurance and Limits of Liability**. It should be expressly understood, however, that the insurance coverages and limits required under this Section shall not in any way limit the liability of either Party.

20.7. **Additional Insureds.** Each of the General Liability Policy, the Vehicle Liability Policy, and the Abuse Policy shall name (or be endorsed to name) as additional insureds in connection with this Agreement and the Consultants Services:

a. NOCCCD, its Board and each individual member thereof, and the other officers, employees, and agents (collectively, but not including the NOCCCD, the "NOCCCD Agents"). The additional insured endorsements must be ISO form CG 2010 11/85 or alternative approved in advance by the NOCCCD~~,~~ in its reasonable discretion. For purposes of this Section, and without otherwise limiting the NOCCCD's discretion to determine an alternative to form CG 2010 11/85, a combination of ISO forms CG 2010 10/01 and CG 2037 10/01 shall be deemed an acceptable alternative to ISO form CG 2010 11/85.

21. NON-DISCRIMINATION

21.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate based on race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

22. TERMINATION

22.1. This Agreement may be terminated upon written notice by either Party as provided below. Such termination shall not be deemed to be a breach of this Agreement, nor shall it be deemed to be tortious conduct. Notification of termination must be submitted a minimum of six (6) months prior to the beginning of the semester for which it will be in effect. The effective date of termination shall be the end of the then current academic year to avoid unreasonable disruption to both Parties and its students.

23. MODIFICATION AND AMENDMENT

23.1. This Agreement may be amended only with the mutual consent of the Parties. All amendments must be in writing and must be approved by the Parties' respective governing Boards.

24. GOVERNING LAWS

24.1. This agreement shall be interpreted according to the laws of the State of California.

25. COMMUNITY COLLEGE DISTRICT BOUNDARIES

25.1. For locations outside the geographical boundaries of NOCCCD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

26. SEVERABILITY

26.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

27. COUNTERPARTS

27.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

28. NOTICES

28.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered, electronically transmitted, or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

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: Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

SCHOOL DISTRICT
Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92801
Attn: Dr. Jaron Fried, Assistant Superintendent, Educational Services

29. INTEGRATION

29.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral, or written, of the Parties about the subject matter hereof are incorporated into this Agreement.

30. FORCE MAJEURE

30.1. Neither party shall be responsible for delays or failure in performance resulting from acts beyond the control of such parties. Such acts shall include, but not be limited to, Acts of God, labor disputes, civil disruptions, acts of war, epidemics, fire, electrical power outages, earthquakes, or other natural disasters.

Executed on May 15, 2024

_____
By: Dr. Jaron Fried
SCHOOL DISTRICT: AUHSD

_____
By: Dr. Kathleen Reiland
COLLEGE: CYPRESS

_____
By: Dr. Jose Ramon Nunez
COLLEGE: FULLERTON

_____
By: Dr. Cherry Li-Bugg
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BOARD MEETING DATES
NOCCCD Board Meeting Date: May 14, 2024

SCHOOL DISTRICT Board Meeting Date: May 7, 2024

APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to the California Community College Chancellor's Office to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE, NOCCCD, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. NOCCCD, COLLEGE and SCHOOL DISTRICT Point of Contacts:

LOCATION	NAME	TELEPHONE	EMAIL
NOCCCD	W. Cherry Li-Bugg, PhD	714-808-4787	clibugg@nocccd.edu
Cypress College	ADMINISTRATOR: Dr. Kathleen Reiland COORDINATOR: Stephanie Teer	714-484-7308 714-484-7213	kreiland@cypresscollege.edu steer@cypresscollege.edu
Fullerton College	ADMINISTRATOR: Dr. Jose Ramon Nunez COORDINATOR: Ericka Adakai	714-992-7030 714-992-7071	jnunez@fullcoll.edu eadakai@fullcoll.edu
School District	Dr. Jaron Fried	714-999-3557	fried_ja@auhsd.us

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

2.1. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

3. FACILITIES USE

3.1. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 18, Facilities, of this CCAP Agreement.

3.2. COLLEGE, as part of Section 18.2 of this CCAP Agreement, shall extend access and use of COLLEGE facilities as necessary to carry terms of agreement.

4. PARENTAL CONSENT

4.1. When parental or guardian consent is required to admit a student to a community college dual enrollment course, the consent obtained shall apply to all community college dual enrollment courses attempted by the student until parental or guardian support is withdrawn in writing. Ed Code § 56700

5. CCAP AGREEMENT PROGRAM YEARS

COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

5.1. **COLLEGE:** Cypress College

a. **PROGRAM YEARS:** 2024 - 2029

b. **EDUCATIONAL PROGRAMS:** Administration of Justice, Art, Automotive Technology, Aviation and Travel Careers, Chinese, Computer Information Systems (Cyber Security), Community/Public Health, Communication, Counseling, Dance, Ethnic Studies, English, French, History, Journalism, Kinesiology, Hotel, Restaurant, Culinary Arts (HRC), Human Services, Business, Mathematics, Management, Music, Media Arts Design, Sociology, Spanish, Theater Arts

c. **SCHOOL DISTRICT:** Anaheim Union High School District

d. **HIGH SCHOOLS:** Magnolia, Oxford Academy, Kennedy, Cypress, Western, Savanna, Cambridge Virtual Academy

e. **TOTAL PROJECTED NUMBER OF STUDENTS TO BE SERVED ANNUALLY:** 2,500

f. **TOTAL PROJECTED ANNUAL FTES:** 1,400

COURSE NUMBER	COURSE NAME	TERM(S)	INSTRUCTOR	EMPLOYER	LOCATION *(College, School District, Both)*
AJ 110 C	Introduction to Criminal Justice	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AJ 120 C	Concepts of Criminal Law	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AJ 140 C	Criminal Investigation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AJ 160 C	Community and the Justice System	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ANTH 102 C	Cultural Anthropology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ART 100 C	Fundamentals of Art	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ART 111 C	Survey of Art History	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ART 150 C	Ceramics Handbuilding	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ART 182 C	Beginning Drawing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AT 105 C	Automotive Electrical 1	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AT 106 C	Automotive Electrical II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AT 110 C	Introduction to Automotive Technology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AT 115 C	Automotive Air Conditioning	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 101 C	Introduction to Travel Careers	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 102 C	Career Communication and Portfolio	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 112 C	Homeland Security	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

ATC 132 C	Private Pilot	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 136 C	Air Navigation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 140 C	Meteorology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 160 C	UAS Drone Basic	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 161 C	UAS Drone Basic Simulator	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 162 C	UAS Drone Basic Flight	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 174 C	Destinations - Americas and Europe	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 183 C	Customer Care - Airline and Travel	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 196 C	Flight Simulator Private Pilot	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ATC 274 C	Passenger Services and Safety	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 100 C	Introduction to Business	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 222 C	Principles of Marketing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 240 C	Legal Environment of Business	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CHIN 101 C	Elementary Chinese - Mandarin 1	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CHIN 102 C	Elementary Chinese - Mandarin 2	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CHIN 203 C	Intermediate Chinese-Mandarin 3	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CHIN 204 C	Intermediate Chinese-Mandarin 4	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

CIS 111 C	Computer Information Systems	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 190 C	Cybersecurity Competition Fundamentals	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 195 C	Network Security	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 196 C	Ethical Hacking	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 211 C	Introduction to Programming	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 226 C	Java Programming	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 230 C	CISCO Networking 1	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 231 C	CISCO Networking 2	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 232 C	CISCO Networking 3	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 233 C	CISCO Networking 4	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 234 C	Advanced Java Programming	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 236 C	Introduction to Oracle - SQL and PL/SQL	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 239 C	CNNA Bootcamp	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 247 C	Python Programming	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 252 C	Java Web and Mobile Applications	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 257C	Cloud Implementation and Security	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 258 C	Cisco Security	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

CIS 275 C	Advanced Python Programming	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CIS 295C	CIS Internship	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COMM 100 C	Human Communication	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COMM 120 C	Intercultural Communication	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 139 C	Career Exploration	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 140 C	Educational Planning	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 150 C	Academic and Life Success	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CSCI 242 C	Computer Architecture and Organization	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 100 C	Intro to Dance Appreciation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 101 C	Multicultural Dance in the US	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 105 C	Ballet I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 107 C	Modern Dance I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 141 C	Performance Class I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 142 C	Performance Class II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 143 C	Performance Class III	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 144 C	Performance Class IV	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 100 C	College Writing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

ENGL 101 C	Enhanced College Writing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 104 C	Critical Analysis and Literature	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ETHS 101 C	American Ethnic Studies	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ETHS 150 C	Introduction to Chicano Studies	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
FREN 101 C	Elementary French I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
FREN 102 C	Elementary French II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
GEOG 100 C	Introduction to World Geography	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
GEOL 130 C	Oceanography	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HIST 113 C	World Civilizations II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HIST 171 C	History of the United States II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 100 C	Nutrition	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 101 C	Introduction to Hospitality Careers	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 120 C	Sanitation and Safety	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 135 C	Culinary Fundamentals	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 136C	Fundamentals of Baking	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 145C	The Art of Garde Manger	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 235 C	Culinary Fundamentals II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

HRC 236 C	Baking Fundamentals II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HRC 246 C	Pastry Arts	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HS 277 C	Cultural Awareness and the Health Care System	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HUSR 200 C	Introduction to Human Services	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HUSR 224 C	Self-Esteem Strategies	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HUSR 240 C	Drugs and Alcohol in Our Society	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HUSR 242 C	Drugs and Physiology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JAPN 203 C	Intermediate Japanese I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JAPN 204 C	Intermediate Japanese II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JOUR 101 C	News and Reporting	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JOUR 110 C	Global Media	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 235 C	First Aid, CPR, & Emergencies	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 236 C	Athletic Injuries-Prevention and Care	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 247 C	Sports Management	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 248 C	Psychology of Sport	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 249 C	Sport and the United States Society	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
KIN 255 C	Lifeguarding	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

MATH 115 C	Finite Mathematics	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MATH 120 C	Introduction to Probability and Statistics	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 101 C	Music Fundamental	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 108 C	Intro to Music Technology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 113 C	Jazz History	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 116 C	Music Appreciation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 119 C	History of Rock Music	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 175 C	Swing Band	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 276 C	Jazz Band	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 280 C	Jazz & Music Theatre Choir	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 131 C	Keyboard Skills I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 132 C	Keyboard Skills II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 231 C	Keyboard Skills III	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 232 C	Keyboard Skills IV	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHOT 101 C	Introduction to Photography	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHOT 115 C	Introduction to Digital Photography	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHS 280 C	Introduction to Public Health	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

PHS 281 C	Health and Social Justice	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHS 284 C	Contemporary Personal Health	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHS 295 C	Civic Engagement in Public Health	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PHS 296 C	Whole Systems Integrative Health	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SOC 101 C	Introduction to Sociology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 101 C	Elementary Spanish I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 102 C	Elementary Spanish II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 100 C	Introduction to the Theatre	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 120 C	Acting I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 132 C	Musical Theater Performance I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 133 C	Rehearsal Performance I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 135 C	Musical Theatre Performance II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 136 C	Rehearsal Performance II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 149 C	Stage Crew I - Running	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
THEA 150 C	Stage Crew II - Production Prep	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered. Sec. 2 (c)(1)

Courses offered as part of this CCAP Agreement shall be for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

5.2. **COLLEGE:** Fullerton College

a. **PROGRAM YEARS:** 2024 - 2029

b. **EDUCATIONAL PROGRAMS:** Administration of Justice, Architecture, Art History, Biology, Business Management, Child Development and Educational Studies, Communications, Cosmetology, Counseling, Computer Science, Dance, Digital Arts, English, English as a Second Language, Ethnic Studies, History, Horticulture, Journalism, Mathematics, Music, Music Appreciation, Nutrition, Psychology, Sociology, Spanish, Technology, and Welding

c. **SCHOOL DISTRICT:** Anaheim Union High School District

d. **HIGH SCHOOLS:** Anaheim, Gilbert, Katella, Magnolia, and Western

e. **TOTAL PROJECTED NUMBER OF STUDENTS TO BE SERVED ANNUALLY:** 2,248

f. **TOTAL PROJECTED ANNUAL FTES:** 219

COURSE NUMBER	COURSE NAME	TERM(S)	INSTRUCTOR	EMPLOYER	LOCATION *(College, School District, Both)*
AJ 100 F	Introduction to Criminal Justice	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
AJ 223 F	Criminal Investigation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ARCH 111 F	Introduction to Architecture	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ARTH 100 F	Introduction to Visual Culture	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BIOL 190 F	Introduction to Biotechnology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BIOL 190LF	Introduction to Biotechnology Lab	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 100 F	Introduction to Business	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 181 F	The Entrepreneurial Mindset	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
BUS 295 F	Business Internship	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CDES 120 F	Child Development	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COMM 100 F	Public Speaking	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COMM 105 F	Interpersonal Communication	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COMM 120 F	Intercultural Communication	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COSM 055AF	Cosmetology - Level 1	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 100 F	Orientation for College Success	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 101 F	The College Experience	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

COUN 140 F	Educational Planning	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 141 F	Career Exploration	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 144 F	Career Motivation and Self Confidence	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 151 F	Career and College Success	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
COUN 160 F	Academic Success	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
CSCI 123 F	Introduction to Programming Concepts in C++	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DANC 214 F	Dance Repertory	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DART 100 F	Introduction to Digital Art	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DART 101 F	Photoshop for Digital Arts	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
DART 105 F	Fundamentals of Digital Media Design	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 100 F	College Writing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 101 F	Enhanced College Writing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 103 F	Critical Reasoning and Writing	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ENGL 104 F	Critical Thinking and Writing About Literature	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ESL 025 F	Basic English Grammar for Non-Native Speakers	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ESL 035 F	Intermediate English Grammar for Non-Native Speakers	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
ETHS 150 F	Introduction to Chicana/o Studies	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

HIST 113 F	World Civilizations Since 1550	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HIST 171 F	History of the United States Since 1877	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HORT 001 F	Principles of Horticulture I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
HORT 002 F	Principles of Horticulture II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JOUR 110 F	Mass Media Survey	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JOUR 271 F	Introduction to Spanish-Language Reporting	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
JOUR 272 F	Beginning Spanish-Language Reporting	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MATH 120 F	Introductory Probability and Statistics	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MATH 121 F	Introductory Probability and Statistics with Support	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 116 F	Music Appreciation	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUS 119 F	History of Rock Music	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 110 F	Fundamentals of Voice Training for Non-Majors	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 111 F	Beginning Voice	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 112 F	Intermediate Voice I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 151 F	Beginning Woodwinds	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 152 F	Intermediate Woodwinds	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 161 F	Beginning Brass	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

MUSA 162 F	Intermediate Brass	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 170 F	Introduction to Percussion	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 172 F	Intermediate Percussion	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 250 F	Advanced Woodwinds I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 260 F	Advanced Brass I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
MUSA 270 F	Advanced Percussion I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
NUTR 210 F	Human Nutrition	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PSY 101 F	General Psychology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
PSY 145 F	Child Psychology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SOC 101 F	Introduction to Sociology	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 101 F	Elementary Spanish I	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 102 F	Elementary Spanish II	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 203 F	Intermediate Spanish III	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
SPAN 204 F	Intermediate Spanish IV	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
TECH 131 F	Basic Electricity and Basic Electronics	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
TECH 151 F	Applied Drone Piloting	Summer, Fall, & Spring	Staff	COLLEGE	BOTH
WELD 100 F	Introduction to Welding	Summer, Fall, & Spring	Staff	COLLEGE	BOTH

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered. Sec. 2 (c)(1)

Courses offered as part of this CCAP Agreement shall be for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

6. BOOKS AND INSTRUCTIONAL MATERIALS - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district. Information provided is tentative and a cost estimate; final verifications are facilitated mutually by dual enrollment coordinators each semester in accordance with Section 8 of CCAP Agreement.

6.1. **CYPRESS COLLEGE:**

COURSE NUMBER	COURSE NAME	TEXTBOOK	COST ESTIMATE	OTHER INSTRUCTIONAL ITEMS	COST ESTIMATE
AJ 110 C	Introduction to Criminal Justice	TBD	TBD	TBD	TBD
AJ 120 C	Concepts of Criminal Law	TBD	TBD	TBD	TBD
AJ 140 C	Criminal Investigation	TBD	TBD	TBD	TBD
AJ 160 C	Community and the Justice System	TBD	TBD	TBD	TBD
ANTH 102 C	Cultural Anthropology	TBD	TBD	TBD	TBD
ART 100 C	Fundamentals of Art	TBD	TBD	TBD	TBD
ART 111 C	Survey of Art History	TBD	TBD	TBD	TBD

ART 150 C	Ceramics Handbuilding	TBD	TBD	TBD	TBD
ART 182 C	Beginning Drawing	TBD	TBD	TBD	TBD
AT 105 C	Automotive Electrical 1	TBD	TBD	TBD	TBD
AT 106 C	Automotive Electrical II	TBD	TBD	TBD	TBD
AT 110 C	Introduction to Automotive Technology	TBD	TBD	TBD	TBD
AT 115 C	Automotive Air Conditioning	TBD	TBD	TBD	TBD
ATC 101 C	Introduction to Travel Careers	TBD	TBD	TBD	TBD
ATC 102 C	Career Communication and Portfolio	TBD	TBD	TBD	TBD
ATC 112 C	Homeland Security	TBD	TBD	TBD	TBD
ATC 132 C	Private Pilot	TBD	TBD	TBD	TBD
ATC 136 C	Air Navigation	TBD	TBD	TBD	TBD
ATC 140 C	Meteorology	TBD	TBD	TBD	TBD
ATC 160 C	UAS Drone Basic	TBD	TBD	TBD	TBD
ATC 161 C	UAS Drone Basic Simulator	TBD	TBD	TBD	TBD
ATC 162 C	UAS Drone Basic Flight	TBD	TBD	TBD	TBD
ATC 174 C	Destinations - Americas and Europe	TBD	TBD	TBD	TBD
ATC 183 C	Customer Care - Airline and Travel	TBD	TBD	TBD	TBD

ATC 196 C	Flight Simulator Private Pilot	TBD	TBD	TBD	TBD
ATC 274 C	Passenger Services and Safety	TBD	TBD	TBD	TBD
BUS 100 C	Introduction to Business	TBD	TBD	TBD	TBD
BUS 222 C	Principles of Marketing	TBD	TBD	TBD	TBD
BUS 240 C	Legal Environment of Business	TBD	TBD	TBD	TBD
CHIN 101 C	Elementary Chinese - Mandarin 1	TBD	TBD	TBD	TBD
CHIN 102 C	Elementary Chinese - Mandarin 2	TBD	TBD	TBD	TBD
CHIN 203 C	Intermediate Chinese-Mandarin 3	TBD	TBD	TBD	TBD
CHIN 204 C	Intermediate Chinese-Mandarin 4	TBD	TBD	TBD	TBD
CIS 111 C	Computer Information Systems	TBD	TBD	TBD	TBD
CIS 190 C	Cybersecurity Competition Fundamentals	TBD	TBD	TBD	TBD
CIS 195 C	Network Security	TBD	TBD	TBD	TBD
CIS 196 C	Ethical Hacking	TBD	TBD	TBD	TBD
CIS 211 C	Introduction to Programming	TBD	TBD	TBD	TBD
CIS 226 C	Java Programming	TBD	TBD	TBD	TBD
CIS 230 C	CISCO Networking 1	TBD	TBD	TBD	TBD
CIS 231 C	CISCO Networking 2	TBD	TBD	TBD	TBD

CIS 232 C	CISCO Networking 3	TBD	TBD	TBD	TBD
CIS 233 C	CISCO Networking 4	TBD	TBD	TBD	TBD
CIS 234 C	Advanced Java Programming	TBD	TBD	TBD	TBD
CIS 236 C	Introduction to Oracle - SQL and PL/SQL	TBD	TBD	TBD	TBD
CIS 239 C	CNNA Bootcamp	TBD	TBD	TBD	TBD
CIS 247 C	Python Programming	TBD	TBD	TBD	TBD
CIS 252 C	Java Web and Mobile Applications	TBD	TBD	TBD	TBD
CIS 257C	Cloud Implementation and Security	TBD	TBD	TBD	TBD
CIS 258 C	Cisco Security	TBD	TBD	TBD	TBD
CIS 275 C	Advanced Python Programming	TBD	TBD	TBD	TBD
CIS 295C	CIS Internship	TBD	TBD	TBD	TBD
COMM 100 C	Human Communication	TBD	TBD	TBD	TBD
COMM 120 C	Intercultural Communication	TBD	TBD	TBD	TBD
COUN 139 C	Career Exploration	TBD	TBD	TBD	TBD
COUN 140 C	Educational Planning	TBD	TBD	TBD	TBD
COUN 150 C	Academic and Life Success	TBD	TBD	TBD	TBD
CSCI 242 C	Computer Architecture and Organization	TBD	TBD	TBD	TBD

DANC 100 C	Intro to Dance Appreciation	TBD	TBD	TBD	TBD
DANC 101 C	Multicultural Dance in the US	TBD	TBD	TBD	TBD
DANC 105 C	Ballet I	TBD	TBD	TBD	TBD
DANC 107 C	Modern Dance I	TBD	TBD	TBD	TBD
DANC 141 C	Performance Class I	TBD	TBD	TBD	TBD
DANC 142 C	Performance Class II	TBD	TBD	TBD	TBD
DANC 143 C	Performance Class III	TBD	TBD	TBD	TBD
DANC 144 C	Performance Class IV	TBD	TBD	TBD	TBD
ENGL 100 C	College Writing	TBD	TBD	TBD	TBD
ENGL 101 C	Enhanced College Writing	TBD	TBD	TBD	TBD
ENGL 104 C	Critical Analysis and Literature	TBD	TBD	TBD	TBD
ETHS 101 C	American Ethnic Studies	TBD	TBD	TBD	TBD
ETHS 150 C	Introduction to Chicano Studies	TBD	TBD	TBD	TBD
FREN 101 C	Elementary French I	TBD	TBD	TBD	TBD
FREN 102 C	Elementary French II	TBD	TBD	TBD	TBD
GEOG 100 C	Introduction to World Geography	TBD	TBD	TBD	TBD
GEOL 130 C	Oceanography	TBD	TBD	TBD	TBD

HIST 113 C	World Civilizations II	TBD	TBD	TBD	TBD
HIST 171 C	History of the United States II	TBD	TBD	TBD	TBD
HRC 100 C	Nutrition	TBD	TBD	TBD	TBD
HRC 101 C	Introduction to Hospitality Careers	TBD	TBD	TBD	TBD
HRC 120 C	Sanitation and Safety	TBD	TBD	TBD	TBD
HRC 135 C	Culinary Fundamentals	TBD	TBD	TBD	TBD
HRC 136C	Fundamentals of Baking	TBD	TBD	TBD	TBD
HRC 145C	The Art of Garde Manger	TBD	TBD	TBD	TBD
HRC 235 C	Culinary Fundamentals II	TBD	TBD	TBD	TBD
HRC 236 C	Baking Fundamentals II	TBD	TBD	TBD	TBD
HRC 246 C	Pastry Arts	TBD	TBD	TBD	TBD
HS 277 C	Cultural Awareness and the Health Care System	TBD	TBD	TBD	TBD
HUSR 200 C	Introduction to Human Services	TBD	TBD	TBD	TBD
HUSR 224 C	Self-Esteem Strategies	TBD	TBD	TBD	TBD
HUSR 240 C	Drugs and Alcohol in Our Society	TBD	TBD	TBD	TBD
HUSR 242 C	Drugs and Physiology	TBD	TBD	TBD	TBD
JAPN 203 C	Intermediate Japanese I	TBD	TBD	TBD	TBD

JAPN 204 C	Intermediate Japanese II	TBD	TBD	TBD	TBD
JOUR 101 C	News and Reporting	TBD	TBD	TBD	TBD
JOUR 110 C	Global Media	TBD	TBD	TBD	TBD
KIN 235 C	First Aid, CPR, & Emergencies	TBD	TBD	TBD	TBD
KIN 236 C	Athletic Injuries-Prevention and Care	TBD	TBD	TBD	TBD
KIN 247 C	Sports Management	TBD	TBD	TBD	TBD
KIN 248 C	Psychology of Sport	TBD	TBD	TBD	TBD
KIN 249 C	Sport and the United States Society	TBD	TBD	TBD	TBD
KIN 255 C	Lifeguarding	TBD	TBD	TBD	TBD
MATH 115 C	Finite Mathematics	TBD	TBD	TBD	TBD
MATH 120 C	Introduction to Probability and Statistics	TBD	TBD	TBD	TBD
MUS 101 C	Music Fundamental	TBD	TBD	TBD	TBD
MUS 108 C	Intro to Music Technology	TBD	TBD	TBD	TBD
MUS 113 C	Jazz History	TBD	TBD	TBD	TBD
MUS 116 C	Music Appreciation	TBD	TBD	TBD	TBD
MUS 119 C	History of Rock Music	TBD	TBD	TBD	TBD
MUS 175 C	Swing Band	TBD	TBD	TBD	TBD

MUS 276 C	Jazz Band	TBD	TBD	TBD	TBD
MUS 280 C	Jazz & Music Theatre Choir	TBD	TBD	TBD	TBD
MUSA 131 C	Keyboard Skills I	TBD	TBD	TBD	TBD
MUSA 132 C	Keyboard Skills II	TBD	TBD	TBD	TBD
MUSA 231 C	Keyboard Skills III	TBD	TBD	TBD	TBD
MUSA 232 C	Keyboard Skills IV	TBD	TBD	TBD	TBD
PHOT 101 C	Introduction to Photography	TBD	TBD	TBD	TBD
PHOT 115 C	Introduction to Digital Photography	TBD	TBD	TBD	TBD
PHS 280 C	Introduction to Public Health	TBD	TBD	TBD	TBD
PHS 281 C	Health and Social Justice	TBD	TBD	TBD	TBD
PHS 284 C	Contemporary Personal Health	TBD	TBD	TBD	TBD
PHS 295 C	Civic Engagement in Public Health	TBD	TBD	TBD	TBD
PHS 296 C	Whole Systems Integrative Health	TBD	TBD	TBD	TBD
SOC 101 C	Introduction to Sociology	TBD	TBD	TBD	TBD
SPAN 101 C	Elementary Spanish I	TBD	TBD	TBD	TBD
SPAN 102 C	Elementary Spanish II	TBD	TBD	TBD	TBD
THEA 100 C	Introduction to the Theatre	TBD	TBD	TBD	TBD

THEA 120 C	Acting I	TBD	TBD	TBD	TBD
THEA 132 C	Musical Theater Performance I	TBD	TBD	TBD	TBD
THEA 133 C	Rehearsal Performance I	TBD	TBD	TBD	TBD
THEA 135 C	Musical Theatre Performance II	TBD	TBD	TBD	TBD
THEA 136 C	Rehearsal Performance II	TBD	TBD	TBD	TBD
THEA 149 C	Stage Crew I - Running	TBD	TBD	TBD	TBD
THEA 150 C	Stage Crew II - Production Prep	TBD	TBD	TBD	TBD

6.2. **FULLERTON COLLEGE:**

COURSE NUMBER	**COURSE NAME**	**TEXTBOOK**	**COST ESTIMATE**	**OTHER INSTRUCTIONAL ITEMS**	**COST ESTIMATE**
AJ 100 F	Introduction to Criminal Justice	TBD	TBD	TBD	TBD
AJ 223 F	Criminal Investigation	TBD	TBD	TBD	TBD
ARCH 111 F	Introduction to Architecture	TBD	TBD	TBD	TBD
ARTH 100 F	Introduction to Visual Culture	TBD	TBD	TBD	TBD
BIOL 190 F	Introduction to Biotechnology	TBD	TBD	TBD	TBD
BIOL 190LF	Introduction to Biotechnology Lab	TBD	TBD	TBD	TBD

BUS 100 F	Introduction to Business	TBD	TBD	TBD	TBD
BUS 181 F	The Entrepreneurial Mindset	TBD	TBD	TBD	TBD
BUS 295 F	Business Internship	TBD	TBD	TBD	TBD
CDES 120 F	Child Development	TBD	TBD	TBD	TBD
COMM 100 F	Public Speaking	TBD	TBD	TBD	TBD
COMM 105 F	Interpersonal Communication	TBD	TBD	TBD	TBD
COMM 120 F	Intercultural Communication	TBD	TBD	TBD	TBD
COSM 055AF	Cosmetology - Level 1	TBD	TBD	TBD	TBD
COUN 100 F	Orientation for College Success	TBD	TBD	TBD	TBD
COUN 101 F	The College Experience	TBD	TBD	TBD	TBD
COUN 140 F	Educational Planning	TBD	TBD	TBD	TBD
COUN 141 F	Career Exploration	TBD	TBD	TBD	TBD
COUN 144 F	Career Motivation and Self Confidence	TBD	TBD	TBD	TBD
COUN 151 F	Career and College Success	TBD	TBD	TBD	TBD
COUN 160 F	Academic Success	TBD	TBD	TBD	TBD
CSCI 123 F	Introduction to Programming Concepts in C++	TBD	TBD	TBD	TBD
DANC 214 F	Dance Repertory	TBD	TBD	TBD	TBD

DART 100 F	Introduction to Digital Art	TBD	TBD	TBD	TBD
DART 101 F	Photoshop for Digital Arts	TBD	TBD	TBD	TBD
DART 105 F	Fundamentals of Digital Media Design	TBD	TBD	TBD	TBD
ENGL 100 F	College Writing	TBD	TBD	TBD	TBD
ENGL 101 F	Enhanced College Writing	TBD	TBD	TBD	TBD
ENGL 103 F	Critical Reasoning and Writing	TBD	TBD	TBD	TBD
ENGL 104 F	Critical Thinking and Writing About Literature	TBD	TBD	TBD	TBD
ESL 025 F	Basic English Grammar for Non-Native Speakers	TBD	TBD	TBD	TBD
ESL 035 F	Intermediate English Grammar for Non-Native Speakers	TBD	TBD	TBD	TBD
ETHS 150 F	Introduction to Chicana/o Studies	TBD	TBD	TBD	TBD
HIST 113 F	World Civilizations Since 1550	TBD	TBD	TBD	TBD
HIST 171 F	History of the United States Since 1877	TBD	TBD	TBD	TBD
HORT 001 F	Principles of Horticulture I	TBD	TBD	TBD	TBD
HORT 002 F	Principles of Horticulture II	TBD	TBD	TBD	TBD
JOUR 110 F	Mass Media Survey	TBD	TBD	TBD	TBD
JOUR 271 F	Introduction to Spanish-Language Reporting	TBD	TBD	TBD	TBD
JOUR 272 F	Beginning Spanish-Language Reporting	TBD	TBD	TBD	TBD

MATH 120 F	Introductory Probability and Statistics	TBD	TBD	TBD	TBD
MATH 121 F	Introductory Probability and Statistics with Support	TBD	TBD	TBD	TBD
MUS 116 F	Music Appreciation	TBD	TBD	TBD	TBD
MUS 119 F	History of Rock Music	TBD	TBD	TBD	TBD
MUSA 110 F	Fundamentals of Voice Training for Non-Majors	TBD	TBD	TBD	TBD
MUSA 111 F	Beginning Voice	TBD	TBD	TBD	TBD
MUSA 112 F	Intermediate Voice I	TBD	TBD	TBD	TBD
MUSA 151 F	Beginning Woodwinds	TBD	TBD	TBD	TBD
MUSA 152 F	Intermediate Woodwinds	TBD	TBD	TBD	TBD
MUSA 161 F	Beginning Brass	TBD	TBD	TBD	TBD
MUSA 162 F	Intermediate Brass	TBD	TBD	TBD	TBD
MUSA 170 F	Introduction to Percussion	TBD	TBD	TBD	TBD
MUSA 172 F	Intermediate Percussion	TBD	TBD	TBD	TBD
MUSA 250 F	Advanced Woodwinds I	TBD	TBD	TBD	TBD
MUSA 260 F	Advanced Brass I	TBD	TBD	TBD	TBD
MUSA 270 F	Advanced Percussion I	TBD	TBD	TBD	TBD
NUTR 210 F	Human Nutrition	TBD	TBD	TBD	TBD

PSY 101 F	General Psychology	TBD	TBD	TBD	TBD
PSY 145 F	Child Psychology	TBD	TBD	TBD	TBD
SOC 101 F	Introduction to Sociology	TBD	TBD	TBD	TBD
SPAN 101 F	Elementary Spanish I	TBD	TBD	TBD	TBD
SPAN 102 F	Elementary Spanish II	TBD	TBD	TBD	TBD
SPAN 203 F	Intermediate Spanish III	TBD	TBD	TBD	TBD
SPAN 204 F	Intermediate Spanish IV	TBD	TBD	TBD	TBD
TECH 131 F	Basic Electricity and Basic Electronics	TBD	TBD	TBD	TBD
TECH 151 F	Applied Drone Piloting	TBD	TBD	TBD	TBD
WELD 100 F	Introduction to Welding	TBD	TBD	TBD	TBD

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th day of May 2024, between the Anaheim Union High School District ("District") and Anaheim Family YMCA ("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 1,2023 through June 30, 2024.

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 Eight Hundred Sixty-Three Thousand Eight Hundred Sixty-Six 42/100 Dollars ($863,866.42) 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. Roxanna Hernandez
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: Hernandez_r@auhsd.us

Contractor
Anaheim Family YMCA
Attn: Brent Finlay
240 S. Euclid Street
Anaheim, CA 92802
Phone: 714-635-9622
Email: bfinlay@anaheimymca.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Title: Assist. Superintendent
Educational Services

Anaheim Family YMCA

Date: 03/18/24

By: Brent Finlay
Brent Finlay (Mar 18, 2024 12:14 PDT)

Print Name: Brent Finlay

Title: CEO

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:

Anaheim Achieves (AAs)

Contractor shall:

The Anaheim Family YMCA (YMCA) to provide the program administration, staffing, equipment, materials, training, data collection, and evaluation for the California Department of Education After School Education and Safety Program (ASES) programs at Ball, Brookhurst, Dale, Orangeview, South and Sycamore junior high schools.

1. The YMCA will provide the required administration, staff and materials to operate the program and to abide by all mandated California Department of Education requirements and District and YMCA Board policy, including but not limited to, fingerprinting all program staff and the recording of all student attendance in the manner prescribed by the State.
2. The YMCA to complete all reports required by the State according to the prescribed schedule. The YMCA will submit a copy of these reports to the District. The district has access to the State online system (ASSIST) and can view these reports at any time.
3. The YMCA will comply with all federal and state laws required by the California Department of Education (COE) to monitor implementation of categorical programs, including Federal Program Monitoring (FPM). YMCA is responsible for implementation of ASES programs which meet minimum fiscal and programmatic requirements.

Days and Hours of Operation:
Junior High school sites' Anaheim Achieves program is open Monday through Friday from when school gets out until 6:00 p.m., however students in junior high school are only required to attend a minimum of nine hours a week and three days a week to accomplish program goals. Priority for enrollment of jr. high students shall be given to youth who attend daily. Sites accommodate minimum day scheduling, as well. Anaheim Achieves will offer programming (when approved by AUHSD) during school breaks such as winter, spring, and summertime.

Anaheim Achieves Collaboration:
The Anaheim Achieves after school collaboration has earned state and national recognition for its outstanding curriculum in academics, enrichment, and recreation. Beyond that, Anaheim Achieves promotes community safety, parent involvement, volunteerism, and civic pride.

Anaheim Achieves builds upon the school district's exceptional academic curriculum by providing homework assistance, workforce development, mentoring, enrichment activities (art, music, dance, STEM), character development and countless more activities.

Location of Services:
Ball, Brookhurst, Dale, Orangeview, South and Sycamore junior high school sites.

The Recipients:
The program will be offered to all 7th and 8th students attending the junior high schools listed above.

- All youth participating in the Anaheim Achieves program must attend that school during the regular school day. The program is for qualified students in seventh and eighth grade.

- Students are enrolled in the program on a space availability basis. The AAs Program Supervisor maintains a waiting list on DAXKO, and parents of children on the list will be notified if a space becomes available according to their status on the list.
- Priority enrollment will be given to McKinney Vento homeless and foster youth.
- Students are to attend the entire program each day. Exceptions are made on a case-by-case basis and an early release reason must be added to the attendance sheets for that day. Students leaving the program early on a regular basis are at risk of losing their spot to a student on the waiting list. This will be done at the discretion of the Anaheim Achieves program supervisor.

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, Brent Finlay, am the CEO of Anaheim Family YMCA,
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 Anaheim, California on 03/18/24 (Date).

Brent Finlay

Brent Finlay (Mar 18, 2024 11:14 PDT)

Signature

brent finlay

Typed or Printed Name

CEO

Title

Anaheim YMCA

Name of Contractor

240 S. Euclid street anaheim ca

Address

7146359622

Telephone Number

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 7th day of May, 2024, between the Anaheim Union High School District ("District") and Tilly's Life Center ("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 September 11, 2023 through May 20, 2024.

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 fifteen thousand Dollars ($15,000) 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 X 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.

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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.

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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.

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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.

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District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Roxanna Hernandez
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: hernandez_r@auhsd.us

Contractor
Tilly's Life Center
Attn: Ashley Dos Santos
17 Pasteur
Irvine, CA 92801
Phone: 949-556-2462
Email: ashley@tillyslifecenter.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: 5/8/24

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed Division

Tilly's Life Center

Date: 3/8/24

By: Christine Carey

Print Name: Christine Carey

Title: Assoc. VIP of Academic Affairs

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:

See attached agreement

EDUCATIONAL SERVICES AGREEMENT
SAVANNA HIGH SCHOOL
AND
TILLY'S LIFE CENTER

This Educational Services Agreement ("Agreement") for facilitation and instruction is by and between Tilly's Life Center ("TLC") located at 17 Pasteur Irvine, CA 92618 and Savanna High School located at 301 N. Gilbert St. Anaheim, CA 92801. TLC and Savanna High School may be referred to individually as "PARTY" or collectively as "PARTIES". "COHORT" will be defined as a group of students that go through the program together throughout the program. This Educational Services Agreement ("AGREEMENT") is entered into on September 11th,2023.

The purpose of this Agreement is to define how TLC will offer Social Emotional Learning (SEL) curriculum and services to students.

Tilly's Life Center is a non-profit 501(c)(3) service organization based in Irvine, CA.

The PARTIES mutually agree:

I. PURPOSE

The purpose of this Agreement is to provide educational services to help teachers empower their students to achieve a positive mindset and to enable them to effectively cope with crisis, adversity and tough decisions.

The purpose of this partnership is to work collaboratively with teachers and administration to bring Social Emotional Learning (SEL) curriculum to the classroom to strengthen teen engagement, decision-making, relationships, behavior, and attendance through fun and interactive instruction throughout the academic school year. The TLC curriculum can supplement or streamline alongside core requirements and can be determined accordingly.

The TLC program is designed to empower students to successfully navigate today's challenges through social-emotional learning curriculum that reintroduces core values within the home and classroom. The program teaches students how to identify and manage their emotions, to problem-solve, communicate effectively, to anticipate the needs of others, how to resolve conflict and how to make healthy and responsible decisions with a positive mindset and attitude. Through our curriculum students will learn coping techniques, how to build confidence, learn how to take responsibility, lead with logic, and think with their heart thus reducing risky or inappropriate behavior, stress, anxiety, depression, and lack of motivation.

II. PERIOD OF PERFORMANCE

A. The period of performance of this Agreement shall commence on September 11th,2023.

B. TLC or Recipient may terminate this Agreement at any time, without cause, by giving the other party thirty (30) days' written notice of such action.

C. The entire program is expected to be completed on or before May 20th,2024.

III. SCOPE OF WORK

TLC will provide SEL programming services to students throughout the Recipient's semester is based on (36) lessons from the TLC "I AM ME" SEL program.

Students will learn through various teaching modalities such as experiential learning, journal writing, open discussion, art, role playing, group projects, and hands-on activities that align with academic, home, and career life.

TLC will provide a facilitator that will conduct all sessions in person and onsite at a mutually agreed upon location.

Over the course of the program, routine assessments and evaluations will be conducted to ensure each teen is on the right path towards happiness and success. Best practices and guidance will be made available to administrators, teachers, and parents, upon request.

IV. COMMITMENT

The program may be taught Mondays (1) day(s) a week for (36) weeks throughout the academic year. Facilitation, course materials, and supplies will be provided for a minimum of fifteen (15) students and up to thirty-five (35) students within a cohort. School staff will assist with collecting photo/video release liability forms.

TLC and all of TLC's employees, and Subcontractors, shall comply with all requirements related to fingerprinting set forth in Education Code Section 45125.1, and all District Administrative Regulations related to Fingerprint Background Checks prior to any substantial contact with any students, including, without implied limitation, prior to coming onto District's school grounds or having any contact with District's students.

Provider shall, at Provider's expense, procure and maintain for the duration of this Agreement general liability, including sexual abuse and molestation liability, workers' compensation, if required by applicable law, automobile liability and other insurance to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Services or this Agreement by Provider and Provider's Subcontractors, officers, employees, agents, or representatives. District in no way represents or warrants that the insurance required under this section is sufficient to protect Provider for liabilities that may arise from or relate to this Agreement. All commercial general liability, automobile, or comparable policies maintained by Provider shall name

District and such other persons or firms as District specifies from time to time as additional insured, entitling them to recover under such policies for any loss sustained by them, their agents, and employees as a result of the negligent acts or omissions of Provider. All such policies maintained by Provider shall provide that they may not be terminated, nor may coverage be reduced except after 30 days' prior written notice to District. All commercial policies maintained by Provider will be written as primary policies, not contributing with and not supplemental to the coverage that District may carry.

V. ACADEMIC RESPONSIBILITY

TLC shall have exclusive control over all academic issues, which shall include, without limitation: selection of course content and required materials, delivery of instructional programs; use best efforts to provide attendance and demographics.

VI. FACILITIES

Recipient is responsible for coordinating, arranging, and providing classroom and/or conference space and equipment (e.g., computer connectors, adaptors, overhead projectors and /or av/tech setup to ensure TLC can perform the services as stated in this Agreement. Recipient will make space and the necessary equipment available to TLC to deliver the program efficiently and effectively. The facilities will be complementary, if the program is held at TLC headquarters in Irvine, California.

VII. RECIPIENT ADDITIONAL RESPONSIBILITIES

A. Provide an estimated (320) students for (8) SEL cohort program(s).

B. Participate in program evaluations and provide student demographics to formulate adjustments to enhance the value to students, faculty, and staff.

C. Agree to list TLC as one of its "preferred" SEL partners and use its best efforts to help TLC recruit and retain students, including offering TLC information to new teachers, parents, and students and to provide similar opportunities to distribute TLC information at any company event, social media post, and/or website. Permission to use TLC logo and the words "preferred partner" is granted for such limited purposes.

VIII. POSITIONING AND OWNERSHIP RIGHTS

Ownership rights as to the course instruction, curriculum, and course materials developed by TLC shall remain the sole property of TLC. TLC shall have exclusive control over all TLC curriculum, which shall include, without limitation: selection of course content and required materials, delivery of instructional programs; and evaluation of student progress.

IX. CONFIDENTIALITY AND NON-DISCLOSURE

A. The Recipient recognizes and acknowledges the confidential nature and competitive value of the curriculum and the damage that could result to TLC and its affiliates if the information

contained therein is disclosed to any unauthorized third party or directly or indirectly used by the Recipient for purposes other than fulfilling its obligations under the ESA.

B. Not to use the Information in any manner other than for fulfilling its obligations under the ESA and for the avoidance of doubt, not to use the Information in any manner that could potentially compete with the business of TLC or its affiliates. Recipient agrees to assume full responsibility for any breach of this Agreement.

~~X.~~

XI. ACCURACY AND COMPLETENESS OF INFORMATION

The Recipient understands and acknowledges that neither TLC nor its affiliates or other representatives make any representation or warranty, express or implied, as to the accuracy or completeness of the Information. Further, any information provided is accurate as of the date reflected therein and TLC shall have no duty or obligation to update or supplement any of the information provided to reflect subsequent events. The Recipient agrees that neither TLC nor its affiliates or other representatives shall have any liability to the Recipient or any other person relating to or resulting from the use of the Information, to the maximum extent permitted by applicable law.

XII. NO RIGHTS; RETURN OR DESTRUCTION OF MATERIAL

Curriculum and information remain the property of TLC. No rights, licenses, trademarks, inventions, copyrights, patents, SEL supplemental curriculum, intellectual property rights or other property rights are implied or granted under this Agreement, except to use the Information as provided in this Agreement. TLC may elect at any time to terminate further access by Recipient to the curriculum.

Immediately upon (i) the termination of the ESA, or (ii) any request by TLC at any time, Recipient agrees to promptly return, or cause the prompt return of, all Information and all documents or media containing any such Information and any and all copies, summaries or extracts thereof, or else certify in writing that such Information was destroyed at the time of or prior to such request by TLC.

XIII. NO OBLIGATION

Recipient understands that nothing herein requires the disclosure of any Information of TLC, which shall be disclosed if at all solely at the option of TLC or pursuant to other agreements between the Parties, including the ESA. The exchange of Information between the Parties is not and does not create a joint venture or other form of legal entity or business enterprise. Any business relationship between the Parties will be governed by a separate agreement.

XIV. NO WAIVER

It is further understood and agreed that no failure or delay by a Party hereto in exercising any rights, power or privilege under this Agreement shall operate as a waiver thereof. No waiver of any breach or default under this Agreement shall be considered valid unless in writing and signed by the Party giving such waiver, and no waiver shall be deemed a waiver of any subsequent breach or default of the same or similar nature.

XV. SUPPLEMENTAL CURRICULUM AND PROMOTIONAL MATERIALS

TLC grants participating districts, schools, and teachers the right to use TLC trademarks within their classroom, flyers, websites and social media. Teachers are not certified to train others to implement the program unless they agree to purchase the SEL professional development services governed by a separate agreement.

A. Teachers MAY NOT alter the TLC curriculum in any way, except where specified within the materials for adaption purposes.

B. The TLC curriculum must be implemented in its entirety and independently (i.e., may not be broken into pieces or integrated into other specific programming strategies) unless agreed upon in writing.

C. Curriculum may NOT be duplicated for any reason. Any program or supplemental materials (including electronic materials) may be disseminated for program implementation purposes only. Only the original Recipient is authorized to utilize TLC materials within the ESA.

D. All TLC designs and logo may be used to create materials for use within social media marketing campaigns. Designs and TLC materials developed may not distributed or be sold. Please note that all profits from TLC materials, instruction, and curriculum, that is ordered directly from TLC is used for scholarships, subsidized services, and costs associated with running the organization.

E. With respect to the use of TLC trademarks, Recipient and its students agree that they will use best efforts and due diligence to use our trademarks properly and in such a way as to not negatively affect the value of our trademarks.

F. Violation of any of these terms of usage can be considered a default and TLC may terminate this license and related usage agreement immediately. Recipient agrees to assist, to transition students to ensure there is no interruption in the classroom.

G. If this Agreement expires or is terminated for any reason, Recipient rights to continue using TLC trademarks and materials immediately end. In the event of termination, Recipient shall be obligated to immediately cease any further use of TLC trademarks and cease any further use of TLC programs, materials, and curriculum, including TLC copyrighted materials.

H. Content improvements will be made available from time to time and students will receive an updated version of the curriculum and/or course materials.

I. Recipient may not charge fees or collect payment for delivering any portion of TLC curriculum and/or materials, including but not limited to the overview talk, bystander training, social marketing campaign, or action events.

XVI. PROGRAM COSTS AND FEES

The PARTIES agree and acknowledge that the cost for instruction, materials, courses, and supplies may increase or decrease over time, and the TLC subsidies referenced below may proportionately increase or decrease. Therefore, costs may change upon renewal of the original contract.

XVII. CLASSROOM SUPPLIES AND SERVICE COST

The total cost of the services to be provided by TLC pursuant to this Agreement is listed below. Upon the termination of this Agreement, any outstanding or accrued fees or expenses shall be immediately due and payable to TLC.

This Agreement will entail compensation and expenses for:

- Coordination, instruction, and facilitation
- Facilitator and co-facilitator travel and accommodations
- Curriculum, course materials, classroom, art, and craft supplies
- Student graduation to include swag, giveaways, food, snacks, and light refreshments
- Best practices for administration, teachers, and parents

TOTAL COST ESTIMATED AT- Ninety six thousand dollars (96,000.00), (320) students at ($300.00) per student.

In accordance with this contract Savanna High School is liable for the discounted rate of fifteen thousand dollars(15,000.00). Tilly's Life Center will subsidize the cost of services for the remaining (81,000.00)eighty one thousand dollars.

XVIII. PAYMENTS

A. One installment paid in full, two (2) weeks prior to program start date.

B. No refunds once payment is received.

C. Payment check shall reference this Agreement and be issued to Tilly's Life Center and mailed to:

TILLY'S LIFE CENTER
Attn: Accounts Payable
17 Pasteur
Irvine, California 92618

XIX. CONFLICT OF INTEREST

Recipient affirms that there exists no actual or potential conflict of interest between the parties, including the financial interests of their officers, agents, or employees. It shall be the responsibility of Recipient to raise any question regarding a possible conflict of interest with TLC executives.

XX. EQUAL OPPORTUNITY AFFIRMATIVE ACTION

TLC and Recipient each agree to prohibit discrimination against individuals based on their status as protected veterans or individuals with disabilities and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin.

XXI. TERMS AND CONDITIONS

A. Except as otherwise limited herein, TLC shall defend, indemnify and hold harmless, Recipient, its officers, employees and agents from and against any and all liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damage are caused by or result from the grossly negligent acts or omissions of Recipient, its officers, employees, or agents.

Recipient shall defend, indemnify and hold harmless, TLC, its officers, employees, and agents from and against any and all liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damage are caused by or result from the grossly negligent acts or omissions of TLC, its officers, employees, or agents.

Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release any party from its obligation to indemnify as to any claims or

cause of action asserted so long as the events(s) upon which such claim or cause of action is predicated shall occur prior to the effective date of termination or completion.

B. TLC and Recipient agree to comply with all applicable federal, state, and local laws, regulations, and codes in the performance of this Agreement.

XXII. MISCELLANEOUS PROVISIONS

A. **AUTHORITY.** The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations, and each PARTY represents that this Agreement constitutes a legal and binding obligation of the PARTIES.

B. **SEVERABILITY.** The PARTIES agree that if any provision of this Agreement shall be determined to be void by a court of competent jurisdiction, then so long as such determination shall not affect any other materials provisions of this AGREEMENT and continue to allow this Agreement to be performed in the reasonable expectations of both PARTIES, then this Agreement and all such other provisions shall remain in full force and effect.

C. **NOTICES.** Whenever any notice is to be given hereunder, it shall be in writing and shall be deemed received, if delivered by courier on a business day, on the day delivered, or on the second business day following mailing, if sent by first-class certified or registered mail, postage prepaid, to the following addresses:

TILLY'S LIFE CENTER
Attn: Christine Carey
17 Pasteur
Irvine, CA 92618

SAVANNA HIGH SCHOOL
Attn: Mike Pooley
301 N. Gilbert St.
Anaheim, CA 92801

D. **COMPLETE AGREEMENT.** This Agreement represents the PARTIES' final and complete agreement, and this Agreement shall supersede all other understandings, discussion and/or agreements, either oral or in writing, between the PARTIES with regard to the subject matter in the Agreement.

E. COUNTERPARTS. The PARTIES agree that separate copies of this Agreement shall be signed by each of the PARTIES to the Agreement and these copies will have the same force and effect as if the original had been signed by all PARTIES.

F. **NO THIRD-PARTY RIGHTS.** Nothing in this Agreement is intended to make any person or entity who is not a signatory to the Agreement a third-party beneficiary of any right created by this Agreement or by operation of law.

G. **DISPUTE RESOLUTION.** Any dispute arising regarding the interpretation or implementation of this Agreement, including any claims for breach of this Agreement, shall be resolved by submitting the claim for arbitration in accordance with the State of California rules and procedures applicable to non-profit disputes. The location of any arbitration proceedings

shall be Orange County, California, and any enforcement of the arbitrator's decision shall be brought in a court of competent jurisdiction on Orange County, California.

H. **ATTORNEY'S FEES.** In any action brought by a party to enforce the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs. The prevailing party shall be entitled to the reasonable value of any services provided to its counsel. The reasonable value of services provided by counsel shall be calculated by applying an hourly rate commensurate with prevailing market rates charged by attorneys in private practice for such services.

XXIII. AMENDMENTS; TRANSFERS

Any amendments to this Agreement must be made, in writing, and approved by the authorized representatives of TLC and the Recipient. Neither Party may transfer or assign all or part of its rights and/or obligations hereunder without the prior written consent of the other Party.

XXIV. GOVERNING LAW

This Agreement shall be construed in accordance with the laws of the State of California and in effect at the time of execution of this Agreement.

ACKNOWLEDGED AND ACCEPTED BY:

I certify that I have the full right and authority to enter into this Agreement and grant the rights herein granted and that the consent or permission of no other person, firm, or entity is necessary in order to enable you to exercise or enjoy the rights herein granted.

I hereby grant permission to TLC to facilitate, train, and instruct third-party students. My signature below indicates that I have read, understand, and agree to the terms of this Agreement.

Tilly's Life Center:	
Signature: Christine Carey	Date: 3/28/2024
Print Name and Title: Christine Carey Assoc. VP of Academic Affairs	
Savanna High School:	
Signature:	Date:
Print Name and Title:	

Tilly's Life Center
17 Pasteur
Irvine, CA 92618
payments@tillyslifecenter.org
www.tillyslifecenter.org

Invoice 10369

BILL TO
Savanna High School,
301 N Gilbert St
Anaheim, CA 92801 USA

DATE	PLEASE PAY	DUE DATE
01/24/2024	$15,000.00	03/24/2024

ACTIVITY	QTY	RATE	AMOUNT
TLC " I Am Me" Onsite Program Phases 1-3 (8) cohorts	320	300.00	96,000.00
TLC Onsite Grant	1	-81,000.00	-81,000.00

Attn To: Mike Pooley
Project Date(s): September 11th 2023-May 20th 2024
Curriculum: Phases 1-3 I Am Me SEL Programing for 320 Students

TOTAL DUE $15,000.00

THANK YOU.

If you have any questions regarding payment, please contact Cesar DeMorey via email at payments@tillyslifecenter.org

For questions regarding this invoice, please contact Ashley via email at ashley@tillyslifecenter.org

Make check payable to "Tilly's Life Center" to:

Tilly's Life Center
Attn: Accounts Payable
17 Pasteur
Irvine, CA 92618

edmentum™

Date: 03/22/2024
Order Number: Q-612189
Revision: 1
Order Form Expiration Date: 03/29/2024

ORDER FORM

Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 113216
Customer Name: Anaheim Union High Sch Dist
Billing Address: 501 N Crescent Way
Anaheim, CA 92801-5499

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollment subscription for summer school	2000	06/01/2024	06/30/2024	1

Subtotal: $50,000.00

Total US Funds: $50,000.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

Order Notes

We are offering the same UES license unit price of $25 as we did last year, but once the licenses are purchased, we will not accept a return. If an extension is needed, even for a week, it's an additional $25 per license.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

Payment Due Date	Amount
5/16/2024	USD 50,000.00

edmentum

Date:	03/22/2024
Order Number:	Q-612189
Revision:	1
Order Form Expiration Date:	03/29/2024

ORDER FORM

Orders Under $25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Total	USD 50,000.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature

Name (Printed or Typed) **Dr. Jaron Fried**

Title **Assistant Superintendent, Ed. Division**

Date **5/8/24**

268 BUSH STREET #4422
SAN FRANCISCO, CA 94104
UNITED STATES

Bill To Name	Anaheim Union High School District	Quote Number	00068006
Bill To	ACCOUNTS PAYABLE PO BOX 3520 501 CRESCENT WAY ANAHEIM, CA 92803-3520 US	Quote Created	2/13/2024
		Quote Expires	8/16/2024
		Prepared By	Amanda Dougher
		Email	amanda@edpuzzle.com

Product	Period	Line Item Description	Sales Price	Quantity	Total Price
Pro District	1 year	Unlimited access to Edpuzzle for all users, district-wide	$60,750.00	1.00	$60,750.00

Subtotal	$60,750.00
Grand Total	$60,750.00

FAQ's

Does Edpuzzle accept purchase orders?
Yes, we do! This quote can be used to generate a PO. If you need any other information or would prefer a credit card payment instead just let us know. We will get you set up with Pro within 24h of receiving the order.

What payment methods does Edpuzzle accept?
We accept credit card payments, checks, and direct deposits (wire transfers).

Can we use next year's funds this school year?
Yes! Send us your PO by June 30th and we can invoice you in July so that you can use next year's funds to purchase at this year's rates.

Terms & Conditions

(1) This quote is pre-tax, it doesn't include any local and/or state taxes. Applicable taxes may not be included in our invoice, and customer may be responsible for those taxes. If you are a tax exempt customer, please provide the applicable Tax Exempt Certificate document along with your purchase order.

(2) All spots from the license will expire at the end of the term, regardless of effective use or not.

(3) Each spot is assigned to one teacher and cannot be replaced by another teacher on a general basis.

(4) This agreement supplements EDpuzzle, Inc.'s Terms of Service (https://edpuzzle.com/terms) and Privacy Policy (https://edpuzzle.com/privacy), which shall rule provision of the service to the customer.

Screencastify

Screencastify Order Form

Order Number: 00016022
Order Created: 3/20/2024
Order Expires: 5/19/2024

Prepared For:
Erik Greenwood
CTO
Anaheim Union High School District
greenwood@auhsd.us
(714) 999-3765 Ext. 64003

Screencastify Contact:
Lydia Doyle
lydia@screencastify.com
Screencastify, LLC
P.O. Box 734530
Chicago, IL
60673-4530

Subscription and Pricing:

Product	Term Start	Term End	Qty	Sale Price	Total Price
Pro Sitewide - Annual	6/24/2024	6/24/2025	1	$26,400.00	$26,400.00

Total Amount	$26,400.00
Total Due	$26,400.00

Billing Details:
Subscription Start Date: 6/24/2024
Subscription End Date: 6/24/2025

Payment Terms: 30 Days

Terms and Conditions:

By accepting this Order Form, Customer agrees to subscribe to the products and services listed above for the term indicated above and that all Services are subject to Screencastify's Master Terms and Conditions located at https://screencastify.com/msa, which are incorporated herein by reference.

The Term of this Order form expires on the Subscription End Date listed above and will automatically renew for subsequent terms of equal length unless Customer notifies Screencastify of its intent to cancel at least sixty (60) days prior to the end of a term. The individual signing or accepting this Order Form represents and warrants that they have the authority to purchase subscription services on Customer's behalf. Customer agrees that Screencastify may use its name and/or logo to identify Customer as a user of its products and services.

The pricing in this Order Form is valid until the Expiry Date listed above and may not be honored if this Order Form is not accepted on or before that date. Unless otherwise indicated, all pricing is in US Dollars. Screencastify will invoice you for the amounts shown in this quote upon execution of this Order per payment terms above. Offline payments are accepted for orders of $500 or more. If you are required to issue a purchase order, please have your purchasing department email a signed PO referencing this quote to the email above. Find more payment information and instructions at https://screencastify.com/payment-info.

Access to subscription services will begin on the Subscription Start Date upon receipt of this accepted Order Form. Any professional development services included in this Order Form must be scheduled in advance, are subject to Screencastify's reasonable availability and are not guaranteed to be provided within a specific timeframe.

Accepted and Agreed:

Anaheim Union High School District
Signature:
Name: **Dr. Jaron Fried**
Title: **Assistant Superintendent, Ed. Division**
Date: 5/8/24

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Anaheim Family YMCA

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 7th day of May, 2024, by and between Anaheim Family YMCA, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 8, 2024, and ending April 30, 2027, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

Dr. Jaron Fried, Assistant Superintendent, Education
(INSERT NAME)

Date: 5/8/24

_____
(Signature)

AFFILIATE

Anaheim Family YMCA

(Company Name)

By

(Signature)

Name (Print) Brent Finlay

President & CEO

(Job Title)

Date: 3/28/2024

Affiliate's Address:

240 S. Euclid St

Anaheim, CA 92802

Affiliate's Phone Number: 714-635-9622

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date:	03/19/2024
PARTICIPANT:	Anaheim Family YMCA
Signature:	
Print Name:	Brian Flores
Title:	Operations Coordinator

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Cristina Casas / Anaheim Family YMCA

Name/Company: Brian Flores / Anaheim Family YMCA

Name/Company: Jasmin Ayon/ Anaheim Family YMCA

Name/Company: Keith Payumo / Anahiem Family YMCA

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Big Brothers Big Sisters of Orange County

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 7th day of May, 2024, by and between **Big Brothers Big Sisters of Orange County**, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 8, 2024, and ending April 30, 2027, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

Jaron Fried, Ed.D, Assistant Superintendent, Education

Date: 5/8/24

AFFILIATE

Big Brothers Big Sisters of Orange County
(Company Name)

By Jackie Cuevas
(Signature)

Name (Print) Jackie Cuevas

HR Administrator
(Designate Official Capacity)

Affiliate's Address:

1801 E. Edinger Ave, Suite 101

Santa Ana, CA 92705

Affiliate's Phone Number: 7145447773

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date:	04/02/2024
PARTICIPANT:	Jackie Cuevas
Signature:	Jackie Cuevas
Print Name:	Jackie Cuevas
Title:	HR Administrator

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Joelle Warlick, Grants Writer / Big Brothers Big Sisters of Orange County

Name/Company: Katie Esparza, Match Engagement & Enrichment Manager / Big Brothers Big Sisters of Orange County

Name/Company: _____

Name/Company: _____

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If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Hearts of ABA

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 7th day of May, 2024, by and between Hearts of ABA**,** hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 8, 2024, and ending April 30, 2027, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

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B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

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A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

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A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

Dr. Jaron Fried, Assistant Superintendent, Education
(INSERT NAME)

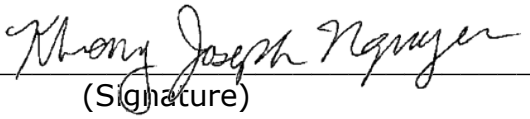
Date: 04/~~5/22~~24

_____
(Signature)

AFFILIATE

HEARTS OF ABA

(Company Name)

By 

(Signature)

Name (Print) KHANG NGUYEN

(Job Title)

Date: C.E.O.

Affiliate's Address:

8022 La Monte Rd

Stanton, CA 90680

Affiliate's Phone Number: 833-922-2669

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date:	04/05/2024
PARTICIPANT:	Jackie Cuevas
Signature:	Khoney Joseph Nguyen
Print Name:	Jackie Cuevas
Title:	HR Administrator

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Joelle Warlick, Grants Writer / Big Brothers Big Sisters of Orange County

Name/Company: Katie Esparza, Match Engagement & Enrichment Manager / Big Brothers Big Sisters of Orange County

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

HEARTS OF ABA **ROSTER**
Updated **April 5, 2024**

First Name	Last Name	Position
Khang Joseph	Nguyen	Chief Executive Director
Huong	Nguyen	Clinical Director
Julie	Nguyen	Clinical Program Manager
Ly	Nguyen	HR/Billing Manager
Sharon	Mayer	Speech-Language Pathologist
Jimmy	Nguyen	Case Supervisor/Administrative Manager
Philip	Nguyen	Case Supervisor
Kathy	Prakone	Case Supervisor
Christopher	Dao	Case Supervisor
Charlene	Tran	Case Supervisor
Galilea	Espejo	Case Supervisor
Richard	Nguyen	Behavior Technician/Office Admin
Aracely	Torres	Behavior Program Assistant/Supervisor-in-Training
Darius	Nguyen	Behavior Program Assistant
Camille	Sanchez	Behavior Program Assistant
Tiffany	Rodriguez	Behavior Program Assistant
Mojiba	Zakir	Behavior Program Assistant
Miles	Thompson	Behavior Technician/BT Ambassador
Sarah	Saldana	Behavior Technician/Social Media Coordinator
Quyen	Nguyen	Behavior Technician
Richard	Ho	Behavior Technician
Ashly	Arnold	Behavior Technician
Jerrel	Cortel	Behavior Technician
Catherlyn	Nguyen	Behavior Technician
Alyssa	Hanson	Behavior Technician
Victoria	Acosta	Behavior Technician
Raven	Jones	Behavior Technician
Jessica	Lopez	Behavior Technician
Autumn	Ritchey	Behavior Technician
Kevin	Esparza	Behavior Technician
Julie	Trinh	Behavior Technician
Daniella	Lopez	Behavior Technician
Eseosa	Ogbeide	Behavior Technician
Nataly	Gonzalez	Behavior Technician
Tzuling (Betty)	Lu	Behavior Technician
Flora	Chatwin	Behavior Technician
Alondra	Cortez-Garcia	Behavior Technician
Andy	Nguyen	Behavior Technician
Emily	Rosales	Behavior Technician
Evy	Dang	Behavior Technician
Amy	Curiel	Behavior Technician
Kimhuy	Ngo	Behavior Technician
Erin	Hsu	Behavior Technician
Josephine	Nguyen	Behavior Technician
Marlene	Basilio	Behavior Technician
Ximena	Perfecto	Behavior Technician
Emily	Jung	Behavior Technician

First Name	Last Name	Position
Melissa	Miranda	Behavior Technician
Riley	Millard	Behavior Technician
Adrian	Rodriguez	Behavior Technician
Melissa	Duong	Behavior Technician
Nicole	Ruiz	Behavior Technician
Hong Nhi Ta	Ngoc	Behavior Technician
Brittany	Rodriguez	Behavior Technician
Monica	Pena	Behavior Technician
Aishwarya	Chandra	Behavior Technician
Jole	Huynh	Behavior Technician
Una	Sarayba	Behavior Technician
Ellen	Gibson	Behavior Technician
Maria	Attia	Behavior Technician
Quyen	Chau	Behavior Technician
Tuong (Sandy)	Pham	Behavior Technician
Theresa	Tran	Behavior Technician
Vanessa	Castelan	Behavior Technician
Cryshzel	Pajarillo	Behavior Technician
Justin	Garcia	Behavior Technician
Molly (Maxwell)	Arii	Behavior Technician
Desiree	Huynh	Behavior Technician
Kendall	Harrison	Behavior Technician
Phuong	Nguyen	Behavior Technician
Omar	Daza	Behavior Technician
Leyna	Nguyen	Behavior Technician
Kash	Powell	Behavior Technician
Dayanna	Corona-Murillo	Behavior Technician

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Laguna Art Museum

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 7th day of May, 2024, by and between **Laguna Art Museum**, hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. **TERM OF THE AGREEMENT**

This Agreement shall remain in effect for a term of 3 years beginning May 8, 2024, and ending April 30, 2027, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

C. District shall maintain workers' compensation coverage applicable to its employees.

6. COMPLIANCE WITH THE LAW

A. AFFILIATE shall be subject to and comply with all Federal, State, and local laws and regulations applicable with respect to its performance hereunder, including, but not limited to Title 5, California Administrative Code, Sections 10090 through 10092.

B. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall venue in Orange County, California.

7. INTELLECTUAL PROPERTY

A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

8. ADDITIONAL PROVISIONS

A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

D. AFFILIATE and DISTRICT understand and shall make it clear to Students that the Students are not entitled to employment wages for

the work-based learning experience that is the subject of this Agreement.

E. This Agreement may be terminated by the mutual written agreement of both parties. Alternatively, either party may terminate this Agreement with thirty (30) days prior written notice to the other. This Agreement may be terminated immediately by either party if there is a failure to comply with the terms and conditions provided in this Agreement.

F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

Jaron Fried, Ed.D, Assistant Superintendent, Education

Date: 5/8/24

AFFILIATE

LAGUNA ART MUSEUM
(Company Name)

By _____
(Signature)

Name (Print) VICTORIA GERARD

DEPUTY DIRECTOR
(Designate Official Capacity)

Affiliate's Address:

307 CLIFF DR.

LAGUNA BEACH, CA 92651

Affiliate's Phone Number: 949.494.8971 x211

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☐ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☑ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date:	March 20, 2024
PARTICIPANT:	Laguna Art Museum
Signature:	Victoria Gerard
Print Name:	Victoria Gerard
Title:	Deputy Director

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Katherine Morton, Laguna Art Museum, Museum Educator

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

North Orange County ROP

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 7th day of May, 2024, by and between North Orange County ROP hereinafter referred to as the "AFFILIATE," and the ANAHEIM UNION HIGH SCHOOL DISTRICT ("DISTRICT"), for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"). This Agreement describes and confirms the expectations and responsibilities of the parties regarding the Program through which District students will gain experience in business settings.

WHEREAS, the AFFILIATE is able to provide a work-based learning site and,

WHEREAS, DISTRICT is authorized by law to maintain and does maintain a Work-based Learning class.

WHEREAS, the parties agree that the purpose of this Agreement is to provide on-the-job training and learning experiences to DISTRICT students, along with related classroom instruction, in order to develop students' occupational competencies ("Students").

WHEREAS, the parties agree that the AFFILIATE benefits from this Agreement by gaining productive contributions from Students in the workplace, positive publicity as a partner supporting DISTRICT students, an opportunity to develop leadership and mentoring skills among its workforce, and an expanded potential hiring pool.

NOW, THEREFORE, IT IS AGREED by and between the parties hereto that in consideration of the mutual benefits that each of the parties hereto will derive under this Agreement, that:

1. TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 8, 2024, and ending April 30, 2027, unless terminated sooner.

2. ROLES AND RESPONSIBILITIES OF DISTRICT

A. Select and place the Students in a work-based learning experience with the AFFILIATE.

B. Provide the Students and the AFFILIATE with an orientation regarding the goals and objectives of the Program.

C. Provide a certificated supervising teacher to check in regularly with the AFFILIATE's site coordinator, and with the Students, regarding the progress of the work-based learning experience. The goal of the check-ins is to support and facilitate a work-based learning experience for all participants.

D. The teacher will be responsible for communicating with AFFILIATE on progress reports and the evaluation of the Students ' performance.

3. ROLES AND RESPONSIBILITIES OF AFFILIATE

A. The AFFILIATE does hereby agree to give on-the-job learning experiences to Students from the DISTRICT.

B. Provide Students with an experienced supervisor who will work to support the Students in learning from their on-the-job learning experiences.

C. Provide a safe and supervised work environment.

D. Provide the Students with meaningful work responsibilities and experience in the different departments of the AFFILIATE, in order to educate the Students about the industry/field of the AFFILIATE.

E. Provide Students with a new employee orientation (vision, mission of company; rules and regulations, etc.)

F. Engage Students in work-related activities at all times during the work-based learning experience placement.

G. The Students shall not displace regular employees of AFFILIATE, but shall work under close supervision of existing staff.

H. AFFILIATE understands that DISTRICT programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. AFFILIATE agrees that it shall operate in conformity with this non-discrimination statement.

4. INDEMNIFICATION

A. The AFFILIATE agrees to indemnify and hold harmless the DISTRICT and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting

directly or indirectly from the negligent or intentional acts or omissions of the AFFILIATE or officers or employees. Notwithstanding the foregoing, AFFILIATE shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of DISTRICT and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by AFFILIATE, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

B. The DISTRICT agrees to indemnify and hold harmless the AFFILIATE and its Board, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting directly or indirectly from the negligent or intentional acts or omissions of the DISTRICT or its Board, officers or employees. Notwithstanding the foregoing, DISTRICT shall have no obligation under this Section with respect to any loss that is caused by the sole negligence or willful misconduct of AFFILIATE and is not contributed to by any act or omission (including any failure to perform any duty imposed by law) by DISTRICT, its subcontractors or either's agent or employee, as determined by a court of competent jurisdiction.

C. In the event of concurrent negligence of more than one party, its Board, officers, employees or agents, as determined by a court of competent jurisdiction, the liability for any and all claims shall be apportioned under the California theory of comparative negligence as presently established or as may hereafter be modified. Nothing in this Agreement shall constitute a waiver or limitation of any rights that a party may have under applicable law in the event of concurrent negligence of persons or entities other than the parties.

D. The provisions of this Section shall survive the termination or expiration of this Agreement.

5. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

AFFILIATE shall procure and maintain during the term of this Agreement the following insurance amounts and coverage:

A. Automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles.

B. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

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A. Any intellectual property conceived or first reduced to practice by a Student as a work product (including work assignments, laboratory experiments, special and independent study projects) will be owned by the Student. The AFFILIATE shall not claim ownership of such intellectual property.

B. AFFILIATE agrees to contact the District's Office of General Counsel if it wishes to discuss a non-exclusive or an exclusive license or an assignment agreement with regard to Students' intellectual property rights attached to creations and inventions of said Students.

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A. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

B. The parties agree that at no time shall DISTRICT Students be considered an employee of AFFILIATE under the terms of this Agreement.

C. Workers Compensation: Students enrolled in the Program will be covered by District-provided workers' compensation insurance during scheduled work based learning experience hours under the provisions of this Agreement.

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the work-based learning experience that is the subject of this Agreement.

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F. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

G. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

H. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

I. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one agreement.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

Jaron Fried, Ed.D, Assistant Superintendent, Education

Date: **5/8/24**

AFFILIATE

North Orange County ROP
(Company Name) **North Orange County ROP**

By _____
(Signature)

Name (Print) Adam Knowles
Adam Knowles

Marketing and Communications Specialist
(Designate Official Capacity) **Marketing and Communication Specialist**

Affiliate's Address:

385 N. Muller Street **385 N. Muller st.**

Anaheim, CA 92801 **Anaheim, CA 92801**

Affiliate's Phone Number: 714-713-5749
714-713-5749

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☒ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: 3/18/2024

PARTICIPANT: Adam Knowles - North Orange County ROP

Signature:

Print Name: Adam Knowles

Title: Marketing and Communications Specialist

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Adam Knowles / North Orange County ROP

Name/Company: _____

Name/Company: _____

Name/Company: _____

Instructional Materials Submitted for Adoption
Tuesday, May 7, 2024
April 19, 2024-May 7, 2024

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 1 (#EN100)	9	*The Door of No Return*	Little Brown & company

Instructional Materials Submitted for Display
Tuesday, May 7, 2024
May 8, 2024-June 13, 2024

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English I Ethnic Studies (#EN120)	9-12	*Diary of a Reluctant Dreamer*	Mad Creek Books
IB Scinece (Kennedy)	Basic	IB Biology (#SC303)	11-12	*Oxford Resource of IB Bioloogy Companion*	Oxford University Press
Social Studies	Suppl.	Social Studies-Ethnic Studies (#SS300)	11-12	*An Indigenous Peoples' History of the United States*	Beacon Press
Social Studies	Suppl.	Social Studies-Ethnic Studies (#SS300)	11-12	*Asian American Histories of the United States*	Beacon Press

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Regular School Year 2023-2024

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
2324 – 318	02/10/2010	8	05/07/2024	The Upward Bound	$35,000
2324 – 319	04/04/2011	7	05/07/2024	Ocean View NPS	$90,000

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Addendum Residential School Year 2023-2024

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
2324 - 317	**10/18/2007 REVISED**	11	05/07/2024	Beacon Day School	$95,000

*Includes transportation costs, if applicable.

Field Trip Report

Board of Trustees May 7, 2024

1. Anaheim High School: BROS (40 male students)
   Adviser/Lead Chaperone: Martin Calderon (male)
   Chaperones: Chad Clark (male), Mark Lopez (male), Louis Espindola (male), and Raul Villanueva (male)

   To: Northern California Universities
   Dates: May 18, 2024 to May 20, 2024
   Purpose: University Visit and Exploration program
   Expenses: ASB/Club Fundraisers-transportation
   Parent/Student- meals, accommodations
   Site Funds-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: NJROTC (4 students-2 male, 2 female)
   Adviser/Lead Chaperone: Richard Truby (male)
   Chaperones: Freddy Medina (male), and Stephanie Felix (female)

   To: Murrieta, CA
   Dates: June 17, 2024 to June 21, 2024
   Purpose: Attend the annual NJROTC Summer Leadership Academy
   Expenses: ASB/Club Fundraisers-registration
   Parent/Student-transportation, meals
   Outside Source-meals, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

3. Loara High School: JROTC (16 students-8 male, 8 female)
   Adviser/Lead Chaperone: Rodney Rundblade (male)
   Chaperone: Maria Areli Sotelo (female)

   To: Irvine Ranch Outdoor Education Center, Irvine, CA
   Dates: June 21, 2024 to June 23, 2024
   Purpose: Attend the annual Junior Cadet Leadership Challenge (JCLC)
   Expenses: Outside Source- registration, meals, transportation, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

4. Oxford Academy: FBLA (1 female student)
   Adviser/Lead Chaperone: Michael Rylaarsdam (male)
   Chaperone: Roveelynn Grepo (female)

   To: Tulare County Office of Education, Visalia, CA
   Dates: June 14, 2024 to June 15, 2024
   Purpose: Attend the FBLA Section Officer training session
   Expenses: Outside Source- meals, transportation, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 1
   Total number of days missed by this group: 1

5. Oxford Academy: HOSA (11 students-3 male, 8 female)
   Adviser/Lead Chaperone: Carolann Magani (female)
   Chaperone: Jun Cuenca (male)

   To: Houston, TX
   Dates: June 25, 2024 to June 30, 2024
   Purpose: Annual Cal-HOSA State Leadership Conference
   Expenses: ASB/Club Fundraisers- registration
   Parent/Student- meals, transportation, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

6. Oxford Academy: Instrumental Music (91 students-48 male, 43 female)
   Adviser/Lead Chaperone: Deanna Miller (female)
   Chaperones: Susan Stephan (female), Seza Barsamian (female), Kelly Das (female), Stephanie Gordon (female), Christine Oates (female), Ron Hoshi (male), Robert Anthony (male), Richard Gordon (male), Christopher Royal (male), Sean Stephan (male), and Scott Oates (male)

   To: Chicago, IL
   Dates: April 12, 2025 to April 17, 2025
   Purpose: Perform at the Chicago Festival of Gold, work with Expert Clinicians, attend Chicago Symphony Orchestra and Broadway show performances, visit museums.
   Expenses: ASB/Club Fundraisers-registration, meals, transportation, accommodations, substitutes
   Booster Club-registration, meals, transportation, accommodations, substitutes
   Parent/Student-registration, meals, transportation, accommodations, substitutes
   Site funds- substitutes

   Number of school days missed for this trip: 4
   Number of school days missed previously: 0
   Total number of days missed by this group: 4

Field Trip Report

Board of Trustees May 7, 2024

7. Anaheim/Cypress/Katella/Kennedy/Loara/Magnolia/Savanna/Western High Schools and Oxford Academy: ASB (353 students-84 male, 269 female)
   Adviser/Lead Chaperone: Paul Chylinski (male)
   Chaperones: Scott Wilmoth (male), John Hoganson (male), Doug Wager (male), Michael Cobleigh (male), Joe King (male), Kacie Herrera (female), Carole Casto (female), Sarah Binford (female), Catherine Fong (female), Sara Daddario (female), Angelica Calderon (female), Lorena Dayton (female), Michelle Duncan (female), Jacqueline Rodarte (female), Paola Gonzalez (female), and Kathryn Cerasuolo (female)
   Chaperones from the organization will assist in meeting District Guidelines.

   To: Cal Poly Pomona, Pomona, CA
   Dates: July 29, 2024 to July 31, 2024
   Purpose: Summer Leadership Retreat
   Expenses: ASB/Club Fundraisers- registration, meals, accommodations
   Parent/Student- registration, meals, accommodations
   District Funds- transportation

   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

USC Suzanne Dworak-Peck
School of Social Work

MEMORANDUM OF AGREEMENT
(the "Agreement")
Between
UNIVERSITY OF SOUTHERN CALIFORNIA, SUZANNE DWORAK-PECK SCHOOL OF SOCIAL WORK,
and

Anaheim Union High School District
Agency

501 N. Crescent Way
Address

Located in **Anaheim** **CA / USA**
City **State/Country**

The USC Suzanne Dworak-Peck School of Social Work, University of Southern California (the "School"), designates Anaheim Union High School District and its 20 School Sites (the "Agency") as a School approved setting for instruction in the School's program of education for social work. The School and the Agency commit themselves to cooperative efforts, as described below, in provision of supervised educational practicum experiences for students. This agreement becomes effective upon **May 8, 2024** and remains in force until June 30, 2027. This agreement may be renewed annually upon mutual agreement of the parties.

THE SCHOOL AGREES TO:

- Work cooperatively with the Agency in designing appropriate practicum learning experiences to meet the objectives of the School's practicum education program.
- Select and/or recommend for placement at the Agency students who appear to be most appropriate. It is understood that the Agency will have the opportunity to meet the students before placement begins.
- Provide on-line access to the School's practicum manual plus other pertinent instructional material, such as: academic calendar, course outlines, practicum bulletins, evaluation guidelines, periodic updates.
- Keep Agency and Practicum Instructors informed about School activities and plans affecting practicum education.
- Provide opportunities for Agency/Practicum Instructor participation in relevant School committees and activities.
- Notify students that they are subject, during their educational practicum experience at Agency, to applicable Agency regulations and that they must conform to the same standards as are set for Agency's employees in matters relating to the welfare of clients or patients and general Agency operation.
- The School requires that student interns obtain professional malpractice insurance through a blanket policy secured by the School, before beginning their practicum placement experience. The coverage liability limits are $1,000,000 each claim, and $3,000,000 aggregate.

- It is understood that the Practicum Liaison will work with the Practicum Instructor in the supervision of the intern.

THE AGENCY AGREES TO:

- Adhere to the goals of the School as presented in its practicum education manual except in any circumstances wherein a said goal conflicts with Agency's stated policy, rule, or procedure.
- Accept and treat the student's primary role as a learner and the practicum placement assignment as an educational experience. This includes the following:
  a) permitting the student to receive needed support, assistance and instruction;
  b) making available to the student appropriate cases and learning activities; and
  c) permitting the student to participate in staff development and other training opportunities.
- Provide the student with the resources necessary to carry out assigned educational and service tasks, including the following:
  a) space that is sufficiently private for carrying on independent work and activity;
  b) clerical service and supplies for records and reports produced for the agency: and
  c) access to client and Agency records as appropriate to assigned tasks.
- Provide qualified staff as Practicum Instructors for the student, subject to approval by the School.
- Assure that the Practicum Education faculty is advised of policy and service changes and developments which may affect student learning or the School's curriculum.
- Provide for reimbursement of all student travel expenses on Agency business that has approval of Practicum Instructor.
- Provide the student with information available to its employees regarding personal safety, when carrying out agency related assignments.
- Provide the student with copies of harassment (including sexual harassment) and protected-class discrimination policies and reporting procedures that Agency has in place.
- Provide students with the name and contact information of personnel that Agency has designated for reporting harassment and protected-class discrimination in the workplace.
- Provide the student and the School with results of harassment and protected-class investigations, including the identity of the alleged respondent(s) and all disciplinary or remedial actions.
- It is understood that the Practicum Instructor will work with the Practicum Liaison in the supervision of the intern.

The Agency signatory is authorized by the Agency to sign for the agency and acknowledges having read and understood all of the terms and provisions of the Agreement, including the reverse side hereof, and agrees to be bound by all the terms and provisions contained herein upon the execution of this Agreement.

UNIVERSITY OF SOUTHERN CALIFORNIA

By: Mark Todd

Print Name: Mark Todd

Title: Vice Provost for Academic Operations

Date: Apr 10, 2024

AGENCY
Anaheim Union High School District

By: _____

Print Name: Brad Jackson

Title: Assistant Superintendent, HR

Date: _____

USC SUZANNE DWORAK-PECK SCHOOL OF SOCIAL WORK

By: _____
Ruth A. Supranovich, Ed.D., LCSW
Associate Dean, Community and Clinical Programs

TERMS AND CONDITIONS

1) Coordination of Program. The parties shall use best efforts to establish the educational objectives for the program, devise methods for its implementation, and continually evaluate to determine the effectiveness of the clinical experience.

2) Students Not School Employees. The parties hereto agree that the School's students are fulfilling specific requirements for clinical experiences as part of a degree requirement and, therefore, the School's students are not to be considered employees or agents of either the School or the Agency for any purpose, including Worker's Compensation or employee benefit programs.

3) Insurance: Each School and Agency shall carry the following insurance coverages at own expense, at all times during the term of this Agreement and a period thereafter (i.e., following the expiration or termination of this Agreement) sufficient to cover the applicable statutes of limitation. Upon reasonable request, each School and Agency shall furnish the other Party with certificates of insurance or letter of self-insurance evidencing compliance with all requirements hereunder. All required coverages (with the exception of Workers Compensation and Professional Liability) are to include the other party as additional insured. All required coverages shall have an A.M Best rating of not less than A- VII, and be primary and non-contributory to any insurance maintained and shall waive any right of subrogation against by each Party's employees, directors, officers, agents, subsidiaries and shall specifically cover each Party's obligations to defend, indemnify and hold their employees, directors, officers, agents, subsidiaries harmless as provided herein. Despite the use of the term "insurance", such coverages may be provided by commercial insurance, self-insurance, captive, a risk retention group or some combination thereof. Notwithstanding coverages in the amounts specified, the type and limits of coverages stipulated will not, in itself, limit the liability of either School or Agency:

- **Workers' Compensation and Employers Liability**: Workers' compensation insurance with statutory limits if required to do so by California State law. Employers Liability in the amount of one million dollars ($1,000,000). Students Not University Employees: Both parties hereto agree that the students are fulfilling requirements for field experiences as part of a degree requirement and therefore, both parties agree that students are not to be considered employees or agents of School or Facility and are not covered by School or Facility's Workers Compensation insurance.
- **Comprehensive General Liability:** Comprehensive General Liability coverage for death, bodily injury, and property damage, including products liability, with limits of no less than one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) in aggregate. Such coverage shall not exclude Sexual Molestation Coverage.
- **Umbrella or Excess Liability**: Umbrella or Excess Liability Policy in excess of the General Comprehensive Liability Policy with limits of no less than $5,000,000 per occurrence.
- **Automobile Liability Insurance**: Automobile Liability coverage of one million dollars ($1,000,000) each occurrence, for all owned, non-owned and hired vehicles.
- **Professional Medical and Hospital Liability Insurance**: Professional Medical and Hospital Liability coverage of no less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate entity coverage. School shall provide coverage for the benefit of Students performing patient care at Facility or will ensure such Students obtain their own coverage in the amount of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate.

4) Termination. This Agreement may be terminated by either party with or without cause upon ninety (90) days written notice, provided that all students currently enrolled in the program at the time of notice of termination shall be given the opportunity to complete the program.

5) Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this Section. Such arbitration shall be conducted in Los Angeles, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"). The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims or disputes. The costs and expenses of the arbitration, including without limitation attorneys' fees, shall be borne by the parties in the manner determined by the arbitrator.

6) No Agency. Both parties acknowledge that they are independent contractors, and nothing contained herein shall be deemed to create an agency, joint venture, franchise, or partnership relation between the parties.

TERMS AND CONDITIONS

7) Assignment. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties.

8) Governing Law. This Agreement shall be construed in accordance with and all disputes hereunder shall be governed by the laws of the State of California.

9) Counterparts. This agreement may be executed in one or more counterpart copies. Each counterpart copy shall constitute an agreement and all of the counterpart copies shall constitute one fully executed agreement. This Agreement may be executed on facsimile counterparts.

10) Entire Agreement. This Agreement fully supersedes any and all prior agreements or understandings between the parties hereto or any of their respective affiliates with respect to the subject matter hereof, and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.

11) Patient Privacy. The parties hereto affirm their commitment to comply with federal and state law regarding the use and disclosure of protected health information. Each party agrees to comply with the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320d through d-8 ("HIPAA"), and the requirements of any regulations promulgated thereunder including without limitation the federal privacy regulations as contained in 45 CFR Part 164 (the "Federal Security Regulations"). Each party will promptly report to the other any use of disclosure in violation of HIPAA, the Federal Privacy Regulations, or the Federal Security Regulations of a patient's Protected Health Information which was previously disclosed to that party under this Agreement.

12) LIMITATION ON LIABILITY. To the maximum extent permitted by law, in no event will either party be responsible for any incidental damages, consequential damages, exemplary damages of any kind, lost goodwill, lost profits, lost business and/or any indirect economic damages whatsoever regardless of whether such damages arise from claims based upon contract, negligence, tort (including strict liability or other legal theory), a breach of any warranty or term of this agreement, and regardless of whether a party was advised or had reason to know of the possibility of incurring such damages in advance.

13) Indemnification. To the furthest extent permitted by California law, School shall, at School's sole expense, defend, indemnify, and hold harmless the Agency and its agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from a ny 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 School in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The Agency shall have the right to accept or reject any legal representation that School proposes to defend the indemnified parties.

Human Resources Division, Certificated Personnel

1. Resignations/Retirements, effective as noted:

Flores, Stephanie	Resignation	5/24/24
Lloyd, Jon	Retirement	5/24/24
Mundi Jr., Frank	Retirement	5/24/24

2. Employment:

A. Day-to-Day Substitute Teacher(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Cho, Casey	4/10/24
Hoffman, Joshua	4/11/24
King, Graham	4/15/24
Leon, Kelly	5/20/24
Nunez, Domitila	4/18/24
Pacheco Osorio, Abril	5/20/24
Zambrano, Daisy	4/12/24

B. Administrator Salary Placements, effective as noted:

		Range	Step
Durkin, Mary Jo	1/29/24	25	4
Interim Principal, Senior High			

C. Administrator Substitute, on an if and as needed basis, effective as noted:

Soria, Jaime 4/22/24

3. Extra Service Compensation:

A. Bilingual Authorization Stipend, to be paid to the following individual(s) for an earned Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent certification, effective as noted:

Ahn-Kim, Michelle 12/1/23

B. Summer School Administrator Stipend, for the following individual who will serve as principal administrator for Summer School, June 3 through, June 28, 2024, at the total amount Specified: (A-G Funds, ESSER Funds, Stuart Grant)

Acosta, Angel	Katella High School	$7,500
Alvarez, Juan	Kennedy High School	$7,500
Choi, Lauren	Loara High School	$7,500
Ibarra, Patricia	Western High School	$7,500
Konrad, Alison	Hope School	$3,750
Loch, Ryan	Hope School	$3,750
Nguyen, Quoc	Magnolia High School	$7,500
Nichols, Britney	Savanna High School	$7,500
Perez, Ciara	District Office	$10,000
Ruiz, Claudia	Anaheim High School	$7,500
Serrano, Guadalupe	Gilbert High School	$7,500

Stout, Lorena	Loara High School ESY	$7,500
Tenorio, Eric	Cypress High School	$7,500

C. AIME Internship Coordinator Stipend, for the following individual(s) who will oversee 175 high school students selected for a paid summer internship with business partners. Coordinators will work for seven weeks from June 3, 2024, through July 12, 2024. Individuals will be paid $7,000 per person, to be paid in two equal payments. (AIME Funds)

Azevedo, Cody
Clark, Chad
Kobayashi, Erika
Moctezuma, Anthony, Ed.D.
Reall, Julieanne
Wilmoth, Scott

D. Summer Program Substitutes, to be paid to the following individual(s), at the daily substitute rate of $190 per person. Days will vary depending on the need at each school site and will be in session from June 3, 2024, through July 3, 2024. (Title III Funds)

Leon, Kelly

E. APEX Credit Recovery Summer Program, to be paid to the following individual(s), at the miscellaneous hourly rate of pay listed in the ASTA bargaining agreement. Hours will vary depending on the planned activities and will be in session from June 3, 2024, through June 28, 2024. (A-G Funds and ESSER Funds)

Aguirre, Mercedes
Fleischer, Laurie
Gu, Branden
Kline, Daniel
Martinez, Danny
Rowe, Vincent
Spencer, Jacob
Sur, Nicholas

F. Health Summer Program, to be paid to the following individual(s), at the miscellaneous hourly rate of pay listed in the ASTA bargaining agreement. Hours will vary depending on the planned activities and will be in session from June 3, 2024, through June 28, 2024. (A-G Funds and ESSER Funds)

Chandler, Amelia
Dang, Bicky
Flores, Micah
Frias, Daisy
Larson, Anne Marie
Manrique, Robyn
Nguyen, Mimi

G. Summer Language Academy, to be paid to the following individual(s), at the miscellaneous hourly rate of pay listed in the ASTA bargaining agreement. Hours will vary depending on the planned activities and will be in session from June 3, 2024, through June 27, 2024. (A-G Funds and ESSER Funds)

Mousa, Lina

H. Gilbert Esperanza Summer Bridge Program, to be paid to the following individual(s), miscellaneous hourly rate of pay listed in the ASTA bargaining agreement. Hours will vary depending on the planned activities and will be in session from June 3, 2024, through June 27, 2024. (A-G Funds and ESSER Funds)

Buitron, Maria

I. Summer Program Substitutes, to be paid to the following individual(s), at the daily substitute rate of $190 per person. Days will vary depending on the need at each school site and will be in session from June 3, 2024, through June 28, 2024. (A-G Learning Loss Funds)

Becerra, Isabella
Benzier, Adrianna
Duerr, Ashlie
Jones, Korinna
Katusha, James
Pardovich, Renee
Vargas, Hugo
Velasco, Edimar

J. OCDE Career Technical Education (CTE) Credential Stipend, for the completion of the Orange County Department of Education CTE Credential Program. Total amount not to exceed $1,500 per individual, effective as noted:
(CTE Incentive/Perkins Fund)

Hoffman, William	3/6/24
Gartner, Aaron	3/20/24

4. Correction to Seniority date for ASTA unit member(s):

NAME	ORIGINAL SENIORITY DATE	CORRECTED SENOIRITY DATE
Miner, Andrew	8/25/2011	10/27/2010
Montoy, Nicole	8/21/2014	1/30/2012
Vasquez-Bruno, Allyson	8/7/2023	8/8/2022

5. 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
Apollo, Odette	3 9	4 9	8/5/24
Hurley, Dustin	3 3	4 3	8/5/24
Katusha, James	4 2	4 4	2/26/24

6. Pay adjustments for the following military instructors for the JROTC/NJROTC program unless otherwise noted by military contract, effective as noted:

	Salary	Effective
Pearce, Jerry	$11,331.68	1/1/24

7. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Fauese, Johnny	4/15/24
Frankeny, Rebecca	4/15/24
Lopez, Camila	4/16/24

8. Extra Service Assignments, employment effective as noted:

Classified:

	Salary	Term	Effective
Anaheim			
Aguilar, Jesse Football, Assistant	$3,595	Season	8/5/24
DiCamillo, Dennis Football, Assistant	$3,595	Season	8/5/24
Cypress			
Manliguis, Hailey Volleyball, Asst./Lower Level	$3,757	Season	2/1/24
Gilbert			
Tran, Marco eSports	$3,236	1st Semester	8/9/23
Tran, Marco eSports	$3,236	2nd Semester	1/8/24
Oxford			
Arias, Elva Volleyball	$2,956	4th Quarter	3/11/24
Barnett, Xavier eSports	$1,889.50	1st Semester	8/9/23
Barnett, Xavier eSports	$1,889.50	2nd Semester	1/8/24
Groover, Joseph Track	$2,956	4th Quarter	3/11/24
Magallon Jr., Raul Volleyball	$2,956	4th Quarter	3/11/24

Western			
Manning, Sean eSports	$1,618	2nd Semester	1/8/24

1. **Retirements/Resignations/Terminations, effective as noted:**

	Location:	**Effective**
Aguilar, Anthony Instructional Assistant – Specialized Academic Instruction	Lexington Jr. High School	05/10/2024
Ballard, Steven Maintenance Service Worker	Maintenance Department	04/26/2024
Campos, Jessica Instructional Assistant – Behavioral Support	Anaheim High School	04/19/2024
Mendoza, Jessica Instructional Assistant – Specialized Academic Instruction	Sycamore Jr. High School	04/11/2024
Nhan, Kim Instructional Assistant – Behavioral Support	Ball Jr. High School	04/12/2024
Plascencia, Emmanuel School Library Media Technician	Western High School	04/12/2024
Rios, Berenice Instructional Assistant – Specialized Academic Instruction	Savanna High School	04/15/2024
Tannar, Stacy Instructional Assistant – Behavioral Support	Hope School	04/04/2024
Torres, Vanessa Food Services Assistant I	Kennedy High School	03/22/2024

2. **Employment, effective as noted:**

	Range/Step:	**Effective:**
Permanent Employees:		
Cabrera, Julissa Food Services Assistant I	41/04	04/04/2024
Calderon Gabriel, Shulammite Food Services Assistant I	41/04	04/08/2024
Flores, Patricia Instructional Assistant – Adult Transition	51/01	04/01/2024
Garner, Jill Instructional Assistant – Adult Transition	51/05	04/01/2024

Gonzalez, Alexandra Campus Safety Aide	43/03	04/15/2024
Gulati, Rajiv Instructional Assistant – Specialized Academic Instruction	43/06	04/01/2024
Jumilla, Dora Food Services Assistant I	41/04	04/15/2024
Pena, Rebeca Food Services Assistant I	41/04	04/08/2024
Ramirez, Jose Instructional Assistant – Behavioral Support	51/03	04/01/2024
Salgado Ramirez, Yesenia Campus Safety Aide	43/03	04/01/2024
Valinches, Alyssa Instructional Assistant – Behavioral Support	51/01	04/29/2024

Substitute Employees:

Albertini, Tony Substitute Bus Driver	55/03	04/22/2024
Arias, Darius Arts Professional Expert I	$25/Hr.	04/17/2024
Avila, Maritza Substitute Food Services Assistant I	41/04	04/17/2024
Boyer, Jonathan Arts Professional Expert II	$40/Hr.	04/08/2024
Call, Samuel Arts Professional Expert I	$25/Hr.	04/01/2024
Chavez, Oscar Substitute Instructional Assistant – Adult Transition	51/01	04/04/2024
Chavez, Oscar Substitute Instructional Assistant – Behavioral Support	51/01	04/04/2024
Chavez, Oscar Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/04/2024

Chavez, Oscar Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/04/2024
Chinn, Mary Arts Professional Expert II	$40/Hr.	04/19/2024
Corona, Sarah Substitute Instructional Assistant – Adult Transition	51/01	04/03/2024
Corona, Sarah Substitute Instructional Assistant – Behavioral Support	51/01	04/03/2024
Corona, Sarah Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/03/2024
Corona, Sarah Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/03/2024
Gatdula, Ashlie Substitute Instructional Assistant – Adult Transition	51/01	04/08/2024
Gatdula, Ashlie Substitute Instructional Assistant – Behavioral Support	51/01	04/08/2024
Gatdula, Ashlie Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/08/2024
Gatdula, Ashlie Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/08/2024
Jimenez Maldonado, Miguel Arts Professional Expert I	$25/Hr.	04/01/2024
Julian, Jason Substitute Instructional Assistant – Adult Transition	51/01	04/08/2024
Julian, Jason Substitute Instructional Assistant – Behavioral Support	51/01	04/08/2024

Julian, Jason Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/08/2024
Julian, Jason Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/08/2024
Licea, Andres Substitute Human Resources Technician	57/02	03/28/2024
Lomeli, Jessica Substitute Food Services Assistant I	41/04	04/18/2024
Lopez, Joshua Arts Professional Expert II	$40/Hr.	04/15/2024
Melchor, Jesus Substitute Campus Safety Aide	43/03	04/11/2024
Parsons, Michelle Arts Professional Expert II	$40/Hr.	04/08/2024
Patino, Brenda Substitute Bus Driver	55/03	04/08/2024
Reynolds-Rivas, Krystalyne Arts Professional Expert II	$40/Hr.	04/01/2024
Rodarte, Carolyn Substitute Human Resources Technician	57/01	04/10/2024
Rogers, Belinda Substitute Campus Safety Aide	43/03	04/11/2024
Rumbolt, Jeffrey Substitute Instructional Assistant – Adult Transition	51/01	04/01/2024
Rumbolt, Jeffrey Substitute Instructional Assistant – Behavioral Support	51/01	04/01/2024
Rumbolt, Jeffrey Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	04/01/2024
Rumbolt, Jeffrey Substitute Instructional Assistant – Specialized Academic Instruction	43/01	04/01/2024

Sanchez, David Arts Professional Expert II	$40/Hr.	04/12/2024
Szeto, Lai Tat Arts Professional Expert II	$40/Hr.	04/01/2024
Vazquez, Carlos Arts Professional Expert II	$40/Hr.	04/17/2024
Yi, Hyunji Arts Professional Expert II	$40/Hr.	04/09/2024

3. **Workability, current minimum wage or stipend of $256 effective as noted:**
(Workability Grant Funds)

	Effective
Garcia Gutierrez, Madeline	05/26/2024
Valenzuela, David	05/26/2024

4. **Pay adjustments for the following military instructors for the JROTC/NJROTC program unless otherwise noted by military contract, effective as noted:**

	Salary	**Effective**
Pearce, Jerry	$11,331.68	01/01/2024